

Introduction

The Office of Prevention and Victims Services (OPVS), is pleased to provide you with a planning guide to help you generate victim awareness during 2004 National Crime Victims' Rights Week, scheduled for April 18 to 24, 2004. The theme for this year's observance is "Victims Rights: America's Values."

For seven days, victim service providers, justice professionals and others seek to promote greater public awareness about a serious problem that affects our nation and its people 365 days a year. For one week, we share the opportunity to have a serious national dialogue about victims of crime and the impact on us as individuals, communities and a nation as a whole.

The goals of this Planning Guide are for wards to:

- explore their tendency to depersonalize victims.
- become aware of the long-term impact of victimization.
- accept accountability for the crimes they have committed.
- recognize their own possible victimization as children and how that may have impacted their behavior today, not as an excuse but as a challenge to help them become non-abusive parents and positive role models as spouses/partners.

Delivering Small/Large Group Activities

Depending upon your baseline knowledge and expertise you will want to choose from the content the most appropriate activities to present. Each activity has facilitator's notes and instructions to assist you in delivering the topic. However, you may elaborate as much as you want to encourage group participation and dialogue.

Some of the material may elicit very strong emotions in wards. Wards may deny their behavior. They may blame their victim. It is important to acknowledge that statistically there will probably be survivors of sexual violence in your group. Wards may have bad dreams and experience painful memories. Facilitators should allow some time to process these feelings in the group at the beginning of the next group session. The facilitator can begin each session by asking participants to share their personal reactions to the previous session and end each session with plenty of time for Q and A. It is strongly recommended that you have staff available to talk privately with wards as needed.

The most effective small/large group sessions are generally those that engage the wards active participation and encourage involvement that continues beyond the confines of the session. We hope this planning guide is useful to you.

Please let OPVS know if the 2004 National Crime Victims' Rights Planning Guide was useful to you by filling out the evaluation at the end of the planning guide.

Many of the following suggested items come from victim advocates across the country. These special events can be organized during National Crime Victim's Rights Week and throughout the year to educate about the rights and needs of crime victims.

- **RIBBON CAMPAIGNS** are an easy way to enable a large number of people to show their support for victim's rights. Each year in Canada, men and boys are encouraged to wear a white ribbon as a personal pledge never to commit, condone, or remain silent about violence against women. They wear them for two weeks in commemoration of the International Day for the Eradication of Violence Against Women. This campaign also occurs on several college campuses in the United States at different times of the year.
- **THE BIG TURN OFF** is an annual event asking citizens to turn off their TVs for three hours during the prime-time segment of programming. This important event, held the second Wednesday on January each year, encourages society to protest television violence but can be done during NCVRW. The average child watching the average amount of television will witness 200,000 acts of violence by the age of 18. The goal of The Big Turn Off is to empower people to object to what they find offensive and send a message that promotes non-violent programming.
- **CLOTHESLINE PROJECTS** are popular throughout the country. They consist of different color tee shirts, each color representing a different crime. Victims decorate these shirts on order to express how they have been affected by crime. The shirts are then publicly displayed on a clothesline. If there is a clothesline project in your area, offer to display it for Crime Victims' Rights Week. If there is no clothesline project in your area, start one.
- **MEMORIAL GARDENS** are living memorials to crime victims. Establish or advocate for a memorial garden near your living unit. In Stark County Ohio, victim advocates handed out seeds at a ceremony during National Crime Victims' Rights Week. Advocates encouraged families and officials to plant flowers in memory of victims who had lost their lives. In Modesto, California, families, friends, and supporters of victims gathered to dedicate Stanislaus County's Garden of Healing and Restoration to victims of crime. The garden features a redwood tree dedicated to homicide victims.
- **POSTER/ESSAY/POETRY CONTESTS** encourages the creativity of wards while supporting victims of crime. At a school in Arapahoe County, Colorado, winning posters were placed in a 2002 calendar and distributed for free to the community (see guidelines following this section).

- **PLEDGES AGAINST VIOLENCE** can allow wards to make commitments to end violence. In Hillsboro, Oregon, the Washington County Juvenile Justice Department participated in the National “Hands Are Not for Hurting” Campaign. Local teenagers traced their hands and added those tracings to a tree displayed in the Justice Services Building. Adding their hands to the tree symbolized their commitment to end violence.
- **VICTIMS’ RIGHTS JOGATHONS** can raise money for local victims service agencies. Encourage participants to register and find sponsors. Invite local activist, elected officials, or musicians to speak or perform during the event. In Richmond, Virginia, their third annual victims’ rights walkathon featured the state’s Attorney General.
- **FUNDRAISING** allows staff to make donations to local victim organizations. Host a bake sale or BBQ boxed lunch sale. Many businesses are willing to donate food for fundraising. In the past various YA institutions have hosted successful carwash and pancake breakfast fundraisers.
- **DEDICATE** a building, monument, or tree to victims of crime. A Florida chapter of Mothers Against Drunk Driving (MADD) dedicated a park bench and tree to victims of drunk driving. In Riverside, Ohio, a Victims’ Memorial Wishing Well was built in a local park and dedicated to victims of crime. In Ware County, Georgia, families of homicide victims dedicated a white marble bench and steppingstones outside the courthouse to crime victims.
- **MOVIE HOUR** allows discussion regarding victims and the way they are treated. Preview clips of approved movies, which feature crime victims and discuss how the victims are treated and portrayed in the movies, and how the movies compare to real life. At the University of California, Davis, the Campus Violence Prevention Program sponsored a movie night during Sexual Assault Awareness Month in order to open a dialogue on campus.
- **MOMENT OF SILENCE** is a popular event across the country. Join others nationwide in one minute of remembrance for the victims of violence. Observe one minute of silence as both a memorial to those who have been harmed and to signal your commitment to preventing violence in the future.
- **LOWERING STATE FLAGS TO HALF-MAST** in honor of victims statewide. Hawaii, Maryland and Nevada lowered flags half-mast in commemoration of 1998 National Crime Victims’ Rights Week. The poignant tribute to victims was initiated in a letter to all governors signed by Nevada Governor Bob Miller at the request of Peggy and Gene Schmidt, co-founders of the *Speak Out for Stephanie: The Stephanie Schmidt Foundation*.
- **TALENT SHOWS** allow wards to share their creative side. Provide them with this year’s theme: “America’s Values” to create poems, plays, and songs that reflect the power of the human voice.

- **CAMERA READY ARTWORK** in this planning guide can be used for bulletin boards, bumper, stickers, bookmarks, and other visual depictions of the power of victims' voices.
- **MOCK BOARD HEARINGS WITH VICTIM IMPACT STATEMENT** allow wards to experience the difference during a Board hearing with and without their victims present. Have a mock Board hearing without the victim present and a second Board hearing with the victim present in which the victim's voice is heard. Lead wards in a discussion of the differences between the two hearings.
- **OFFER SERMONS** on Sunday April 18th the first day of National Crime Victims' Rights Week. Ask the pastor/priest of your institution to provide a sermon relevant to this year's theme – "America's Values".
- **"OWE-DOMETER"** challenges wards to increase their restitution payments. Review data relevant to past restitution collections (amounts ordered versus amounts collected), and "challenge" wards to meet a pre-determined goal for restitution collection for a designated period of time, e.g., three months.
- **SHINE A LIGHT ON VICTIMS' RIGHTS** during National Crime Victims' Rights Week. Place a lamp/night light in the YCC station or other supervised but visible area to wards and leave it on throughout NCVRW as a public display of victims' rights.
- **CASEWORK REVIEW** updates victim notification and restitution obligations. Casework staff can review victim requests for notification, review court order for victim restitution and fines and compare to restitution amounts posted in database systems. If possible provide wards with a current restitution balance. Have wards discuss why they may owe restitution.

Guidelines for Sponsoring a Student Poster and Essay Contest

These guidelines are designed to engage elementary, middle and high school students in commemorating the theme of 2004 NCVRW, utilizing their writing and artistic talents. Crime is a problem that detrimentally affects us all, yet too often our children and youth are left out of the dialogue about how to address crime and victimization. We seldom ask for their views about these critical issues that affect our homes, schools, neighborhoods and communities.

This contest will result in creative input from children and teenagers about their perspectives on crime and victimization, and on our shared values of individual and community safety, equality, and justice for all. Crime in America has a significant impact on our youth, as evidenced by statistics from the 2001 National Crime Victimization Survey:

- Youth between the ages of 12 and 19 experienced over 1,798,010 non-fatal violent victimizations, rates which are higher than any other age group.
- There were an estimated 82,440 rapes and sexual assaults.
- Robberies were estimated at 187,020.
- There were an estimated 339,180 aggravated assaults and an estimated 1,189,020 simple assaults.
- There were an estimated 56,040 thefts, i.e., pocket picking and purse snatching. ¹

These Guidelines and Contest Overview – which can be modified, as needed – include contest rules and suggested activities that NCVRW Planning Committees can use to sponsor and promote a Student Poster and Essay Contest.

Student Poster and Essay Contest Guidelines

Contest Co-sponsors

The Contest can be co-sponsored by a community's NCVRW Planning Committee, which should include crime victims and survivors, community- and system-based victim assistance programs, criminal and juvenile justice agencies, and allied professionals (including schools). Contest Co-sponsors can provide speakers for classrooms and student body assemblies who can address the impact of crime and victimization, and our shared values to address crime and assist its victims.

Contest Overview

A one-page **Contest Overview** included in these *Guidelines* can be utilized to explain the Contest to School Board members, school principals, teachers, or others who will help implement the Contest in local schools.

Theme of the Contest

The 2004 NCVRW theme – “Victims’ Rights: America’s Values” – can help:

- Engage schools as partners in victim and public awareness efforts.
- Increase awareness among students about crime and victimization, and how we can *all* work together to better ensure safety in our homes, schools and neighborhoods, and help victims who need our support.
- Generate interest and awareness about the rights and needs of crime victims from the unique perspective of youth.

Submitting Entries

The Poster Contest is designed for students in grades 1 through 3. The Essay Contest is designed for students in grades 4 through 12. Children should write or draw from their perspectives – what they think, feel or know about crime and victimization. All entries will be judged on expression of the contest theme, style, content and creativity. Posters should be submitted on white paper that is no larger than 17" by 22". Suggestions for essay lengths include the following:

GRADES	ESSAY LENGTH
Grades 4 to 5	75 to 150 words
Grades 6 to 7	150 to 250 words
Grades 8 to 9	250 to 500 words
Grades 10 to 12	500 to 750 words

Contest Co-sponsors should create a simple Submission Form (in paper format for distribution and in electronic format for posting on web sites) that includes:

- | | |
|-----------------------|------------------------------|
| • Student’s Full Name | • Name of School |
| • Student’s Age | • Address of School |
| • Student’s Grade | • Telephone Number of School |
| • Name of Teacher | • Contest Deadline |

All entries must be accompanied by the official Submission Form (*included in these Guidelines*) which can be provided to schools in paper or web-based formats. All entries become the property of the Contest Co-sponsors and will not be returned.

Contest Implementation: Ten Tips

1. Determine the best contact for Contest implementation, i.e., School Boards, principals, teachers, PTA, etc. Draft a letter that explains the 2004 NCVRW Poster and Essay Contest and stresses its educational value, and attach the enclosed *Overview*.
2. Post information about the Contest, including the Submission Form, on your Co-sponsors’ web sites, and ask participating schools to do the same.

3. Seek donations from local businesses and merchants for contest prizes, i.e., cash prizes, merchandise, free fun activities (such as bowling or movie tickets), and make sure that all contributions are publicly recognized. Once prizes have been obtained, include specific information in the announcement that is provided to students.
4. Provide a certificate of participation to all students who submit entries, utilizing the *sample certificate of appreciation*.
5. Solicit a panel of judges that includes victims and survivors, victim service providers, justice professionals, civic leaders and educators. Depending upon the number of entries, the Contest Co-sponsors may want to screen submissions and select a pre-determined number in both categories for the judges' review.
6. Publicize the contest to local news media and invite them to attend either the judging or awards presentation events.
7. Once winning entries have been selected, invite the students, their families and teachers to attend an awards ceremony (that can be held in conjunction with other NCVRW victim and public awareness events).
8. Prominently display all entries, or the winning entries (depending upon available space), at NCVRW victim and public awareness events.
9. Be sure to follow-up with thank-you letters to anyone who provided support or assistance in implementing the Student Poster and Essay Contest.
10. Consider utilizing portions of the essays or the poster artwork in victim and public awareness activities throughout the year.

Criteria for Judging

Suggested criteria for judging on a scale of 100 include:

CRITERIA	NUMBER OF POINTS
Appropriate reflection of the 2004 NCVRW theme	25
Writing or artwork style	25
Writing or artwork content	25
Creativity in writing or artwork	25

¹ Bureau of Justice Statistics. (September 2002). *Criminal Victimization 2001*. Washington, DC: U.S. Department of Justice.

Student Poster and Essay Contest Overview (sample)

NCVRW: National Crime Victims' Rights Week is April 18 - 24, 2004.

Theme: "*Victims' Rights: America's Values*," that emphasizes our commitment to shared values of individual and community safety, equality, and justice for all people in America.

Sponsored by: *(List all co-sponsors)*

Goal: To engage elementary, middle and high school students in commemorating 2004 NCVRW, and examine our shared values for crime victims' rights and assistance as exemplified in the theme.

Entries: Poster contest for students in grades 1 through 3. Essay contest for students in grades 4 through 12. *(Entries should include the attached submission form)*

Prizes: *(List information about prizes)*

Speakers: The Contest Co-sponsors can provide speakers for classrooms or student assemblies that include crime victims and survivors, victim service providers, or criminal and juvenile justice professionals *(please contact the Co-sponsors for additional information)*.

Deadline: Submissions must be provided to the Contest Co-sponsors no later than *Friday, March 19, 2004*.

Helpful Resources: **Crime and victimization statistics** available from the U.S. Department of Justice (USDOD). Information about **crime victim assistance programs and strategies** available from the USDOD Office for Victims of Crime. Information about programs and services in our community available from: *(List local web and other contacts for local resources)*.

For More Information: *(List contact for further information)*

SELECTING VICTIM IMPACT SPEAKERS

For most crime victims, telling of their experiences to an audience of offenders is a healthy and healing opportunity. Ground-breaking research on a large number of drunk driving crash victims has revealed that 82% of victims who tell their stories to offenders say that speaking has aided them in their recovery. Ten percent felt they were neither harmed or helped by the experience and 8% said they felt the experience had been hurtful to them.

The really good news is that the healing component of telling their stories was verified by pre-and post-tests. Victim Impact speakers experienced more over-all well-being than victims who did not speak, including current life happiness and internal locus of control. They were less likely to still be angry at their offenders and to experience lower levels of anxiety. They used less prescription medications than non-speakers for relaxation and sleep and reported an increased sense of purpose in their lives since beginning to speak on panels.

With that in mind, we can conclude that a number of victims (although one should not generalize the drunk driving crash victim research to other victim populations) will be benefited by telling their stories. Caution must be exercised, however to be sure that programs do not re-victimize. Approximately 8% (in drunk driving study) were harmed by speaking on panels. A second concern is to select speakers who can speak from the heart, not in a blaming or accusing manner.

The study infers that speakers who are harmed by being asked to speak are those who still need an extensive denial system in order to cope. Being asked to speak, in many of these cases, burst the bubble of psychological protection from the outside rather than from the inside when the victim was ready. Put more simply, the speakers may have been encouraged to tell their stories too soon. Some became extremely emotional as they began to speak, embarrassing themselves. Others found that speaking took the lid of suppressed anger which made them uncomfortable. Speaking triggered bad dreams. Many were already taking anti-anxiety drugs to ward off hurtful symptoms. One might hypothesize that physically or emotionally recovering victims, particularly if the offender was known- such as in many child and elderly victimization, domestic violence, and some rape cases, may need to keep their defenses in tact. They may still be blaming themselves for having allowed it to happen and this blame may be associated with guilt and shame. Therefore, we urge caution in the selection of speakers who might further victimize themselves if they feel pressured to speak.

FINDING SPEAKERS

You will probably not have too much difficulty locating family members of someone killed to speak to your group. They seem to be the most eager to do so. If you call grassroots groups like Mothers Against Drunk Driving or Parents of Murdered Children, you can trust that they are skilled at knowing when a victim/survivor is ready to speak and is effective. You may also call the Victim Assistance or Victim/Witness Department of your District Attorney's Office. It is not recommended that a victim speak until the case is out of the criminal justice system, so law enforcement agencies are not a realistic option. The prosecutor's staff may remember victims whose cases are now adjudicated who might be appropriate for your group. Most grassroots victim groups were started a victim, and by the time they got their organization started, they may have become comfortable speaking.

If you and your program are not well-known among victim services agencies and programs, you can demonstrate your concern for victims and meet service providers by attending National Crime Victims Rights Week (April) activities and Candlelight Vigils. Ask to join Victims Coalitions in your community. Announce your need for speakers at these meeting and the service providers will be more eager to refer speakers to you because they know and respect you. If you are in a rural area, contact the national organizations to identify your nearest victim services program.

- US Department of Justice, Office for Victims of Crime (202) 514-6444
- National Organization for Victim Assistance (NOVA) (202) 232-6682
- National Victim Center (703) 276-2880
- Mothers Against Drunk Driving (800) GET-MADD
- Parents of Murdered Children (513) 721-5683
- National Coalition Against Domestic Violence (202) 638-6388
- National Coalition Against Sexual Assault (717) 232-7460
- National Academy for Victim Studies (817) 565-4593

Since victims who have been physically or severely psychologically damaged may not be as willing to speak (and their service providers will be more protective of them), indicate your concern for the well-being of victims early in the conversation. When contacting your Rape Crisis program or Battered Women's Program, ask if they have a Speaker's Bureau. Then ask if there are victims in their Speaker's Bureau who would be willing to share their story before a group of offenders. Don't be disappointed if they react negatively.

Another option is the Probation Department. Probation Officers are now obtaining Victim Impact Statements from victims for Pre-Sentencing Investigations (PSI's). They may recall victims who seemed able to talk about what happened effectively without re-victimizing themselves.

As you get to know the staff and volunteers in the various victim services agencies, ask if you could submit a short piece in their newsletters about your program and your desire to utilize victim speakers. Include the benefits to the offenders and your awareness that speaking can also be a healing experience for victims, when and if they are ready.

Victim speakers and their advocates may be concerned about safety issues. Tell them what the room will look like and that they will be protected at all times, both physically and emotionally - that any offender who chooses to make a rude or insensitive remark will be removed. Offer a tour of the facility and an opportunity to sit in on a class before they decide.

PREPARATION TIPS FOR VICTIM SPEAKERS

DO

Tell about the crime itself (what, when, what was taken, who was injured or killed, etc.)

Express how the crime has affected you (your marriage and family, friends, career, and life in general). It can be effective to describe a typical day now as contrasted with a typical day before the crime was committed.

Use visual aids if they will enhance the telling of your story. Photos of your loved one before the death, the death certificate, or autopsy report can be placed in plastic covers and passed throughout the audience. Slide presentations of photos of the victim beginning as a small child and ending with a photo having something to do with the crime are also very effective. Do not show death scene or morgue photos.

Speak from the heart, and don't worry if you become emotional. Genuine emotion (never contrived) is a great communicator. If you need to stop for a few moments to gain your composure, simply say so.

DON'T

Quote statistics.

Express your opinions about violent crime in general or the criminal or civil justice systems.

Blame or accuse those in your audience.

Express rage or anger unless you are able to follow it up by saying that underneath it are sadness and sorrow and it sometimes gets expressed as anger.

Simply tell your story ... in no more than 15 to 20 minutes. You may lose the audience's attention if you speak longer than that. Realize that it may be harder to speak than to write. Therefore, you might want to jot down a few notes in case you lose your train of thought. On the other hand, don't over rehearse. Try not to read a prepared statement. After you've given the facts about the crime, talk about how you feel NOW – TODAY, as well as the impact at the time.

CONSIDERATIONS FOR OFFENDERS

Before the offenders experience their first victim in this setting, try to help them understand their own anxieties, as well as the victim's. Discussion questions might include:

How do you feel about facing a victim in this setting?

- Are you worried about reactions you may feel as (s)he speaks?
- What do you think (s)he may be thinking about now as (s)he is driving here?
- What can we do to make our guest feel more comfortable?

Structure the wards before the victim speaker arrives:

- Listen attentively, even though we may become uncomfortable.
- Look at the speaker as much as we can.
- If asking questions, address the victim formally such as, "Mrs....", Sir, or Ma'am.
- Don't make rude remarks.

Assure the offenders that they will have an opportunity to debrief after the victim has left. A debriefing is an opportunity to honestly share reactions. Debriefing may be done in the large group or in smaller groups, but if using small groups, be sure you have a skilled facilitator.

Debriefing questions may include:

- What did you think when you first saw her/him?
- Did he/she say anything that upset you? (Fully explore answers)
- What did you learn from this speaker that you hadn't thought of before?
- Do you think hearing this speaker will make a difference in your future behavior? If yes, how?

Guidelines for Working With Victim Speakers

- ✓ Crime victims and victim advocates are one source for speakers. You might find speakers who work in the following fields: child abuse prevention, child protective services, women's shelter, emergency room personnel, social workers, insurance salesman (property crime), law enforcement, probation, funeral home staff, etc.
- ✓ Explain to potential speakers the purpose of the presentation, who the participants are, the size of the group and the location.
- ✓ Ensure that the speaker's case has been completely adjudicated.
- ✓ Ask speakers about the crime, when the crime occurred and the impact of the crime. You may ask them how they feel currently; about their victimization and about the offender. If the speakers are emotional, that does NOT mean they will not be an effective presenter. Speakers do need to be able to present to the group in a focused manner so participants clearly understand the impact of the crime.
- ✓ If possible, select speakers who have spoken to groups before, so the experience is a little more comfortable for them. If speakers have not presented to a group before, meet with them well before the presentation and have them tell you about the crime and the impact. Then decide if a presentation to a larger group would be of benefit to the speaker.
- ✓ Explain the presentation timeframes and focus. Ask the speaker to discuss the crime and to focus on the impact of the crime. Ask them to specifically address the physical, financial, emotional and/or spiritual impact of the crime on them and their family. For the purpose of the presentation ask them to not discuss the justice system, their views on the death penalty, etc. Ask them to adhere to the timeframes due to institutional or parole office management issues. Let them know that you will "help" keep them on track by giving a "ten minute notice".
- ✓ Ask speakers if they would like to bring a support person with them.
- ✓ Ask the speaker if they prefer to sit behind a table, to stand, to have a podium, etc.
- ✓ Have water and Kleenex available within reach for the speaker.
- ✓ Speakers may ask to bring photographs. Have an easel or some means of displaying the photographs.
- ✓ Ask the speaker if they are open to questions from participants and let speakers know they do not have answer any questions they are not comfortable with.
- ✓ Provide the speaker with a map, directions, etc. or provide transportation if you can. Ask for contact information and provide the same.
- ✓ Call speakers the day before the presentation to check in. Ask speakers to call you if they are going to cancel or are running late.
- ✓ Debrief with speakers after their presentation. Consider calling speakers after the presentation if they are driving alone and/or driving some distance. Follow up with a "Thank You" note, gift or gift certificate if possible.
- ✓ Review all security/clearance procedures with speaker. Obtain approval from institution security.

Resources for Potential Guest Speakers and Group Material

Mothers Against Drunk Driving www.madd.org/docs/video-catalog.pdf	The End Violence Against Women website www.endvaw.org
National Center for Victims of Crime 800-FYI-CALL www.ncvc.org/store/main.htm	Films For the Humanities and Sciences P.O. Box 2053 Princeton, NJ 08543-2053 800-257-5126 www.films.com/
Office of Criminal Justice Planning 1130 K Street LL60 Sacramento, CA 95814 916-324-9100 www.ocjp.ca.gov	Film Ideas, Inc. 308 North Wolf Rd. Wheeling, IL 60090 800-475-3456 www.filmideas.com/index.html
Tied To The Tracks Films, Inc Rachel Liebert 4104 24 th St., #439 San Francisco, CA 94114 415-648-4709 "The Undertaker" (video)	Volcano Press P.O. Box 270 Volcano, CA 95689 800-879-9636 www.volcanopress.com/index.html
United States Department of Justice Office for Victims of Crime 800-627-6872 "Special Award for Courageous Response to Hate Crime" www.ojp.usdoj.gov/ovs/other.htm	Parents of Murdered Children & Survivors of Homicide Victims San Fernando Valley Chapter P.O. Box 920395 Sylmar, CA 91392 818-628-2100 National 888-818-POMC www.capomc.com
Save Our Children Charlotte Austin 3801 S. Broadway Los Angeles, CA 90037 323- 544-0039	Stop the Violence Reina Carrillo 2930 W Imperial Hwy Inglewood, CA 90303 323- 777-4893
RAINN (Rape, Abuse & Incest National Network) 800-656-HOPE Call or go online for local phone numbers by county www.rainn.org	Parents United of Stanislaus County 610 14 th St. Modesto, CA 95354 800-OK2-TELL Victim Speaker http://srv.2ainet.com/parentsunited/default.htm

<p>Minnesota Center Against Violence and Abuse, School of Social Work, University of Minnesota 105 Peters Hall, 1404 Gortner Ave St. Paul, MN 55108 612-624-0721 Various Curriculum/Material www.mincava.umn.edu/about/#contact</p>	<p>Southern Poverty Law Center Intelligence Project Teaching Tolerance 400 Washington Avenue Montgomery, AL 36104 334-264-0286 Free Teaching Tolerance Material www.splcenter.org</p>
<p>University of the Pacific Stockton, CA Maryanne Pearson, Student and Community Victim Advocate 209-403-0250 Drunk Driving Presentation Mpearson1@pacific.edu</p>	<p>LA County Domestic Violence Council Resource/Information Line 3333 Wilshire Blvd. Suite #400 Los Angeles, CA 90010 213- 639-6390 or 888-994-7575 Free Handbooks "It Shouldn't Hurt To Go Home" The Domestic Violence Victim's Handbook</p>
<p>LA Teens on Target/Youth Alive Gilbert Salinas 425 East Compton Blvd. Compton, CA 90220 562-244-7127 www.youthalive.org</p>	<p>Oakland Teens on Target/Youth Alive 3300 Elm St. Oakland, CA 94609 510-594-2588 www.youthalive.org</p>
<p>WEAVE Julia Day, community educator P.O. Box 161389 Sacramento, CA 95816 916-448-2321 comm_ed@weaveinc.org</p>	<p>Operation Care Linda Miller 427 Broadway Jackson, CA 95642 (209) 223-2897 Domestic Violence Speaker</p>
<p>National Center for Victims of Crime 2000 M St. MW Suite #480 Washington DC 20036 202-467-8700 "Get Help" Series Wide range of victim topics to increase awareness www.nvc.org/gethelp/</p>	<p>Women's Resource Center Glasgow, MT (406) 228-8401 "Boy Talk/Girl Talk" curriculum Addresses the issues of violence faced by youth women@nemontel.net</p>
<p>CYA Office of Prevention and Victims Services (916) 262-1534 Restitution Presentation www.cya.ca.org</p>	<p>Liz Claiborne Women's Work "Love is not Abuse" 800-449-STOP www.lizclaiborne.com Free handbooks and guides discussing relationship abuse</p>

NATIONAL CRIME VICTIMS' RIGHTS WEEK

APRIL 18-24, 2004

2004 Commemorative Calendar

Please mark your calendars for the events listed below, and contact any of the listed telephone numbers or web sites for additional information.

JANUARY

CRIME STOPPERS MONTH

Crime Stoppers International

800.245.0009

www.c-s-i.org

NATIONAL MENTORING MONTH

Harvard School of Public Health Center for Health Communications

617.432.1038

www.hsph.harvard.edu/chc/

APRIL

NATIONAL YOUTH SERVICE DAYS

April 16-18, 2004

Youth Service America

202.296.2992

www.ysa.org

NATIONAL CRIME VICTIMS' RIGHTS WEEK

April 18-24, 2004

U.S. Department of Justice, Office for Victims of Crime

800.851.3420 (OVC Resource Center)

www.ojp.usdoj.gov/ovc

NATIONAL VOLUNTEER WEEK

April 18-24, 2004

Points of Light Foundation

800.750.7653

www.pointsoflight.org

NATIONAL CHILD ABUSE PREVENTION MONTH

Prevent Child Abuse America

312.663.3520, ext. 168

www.preventchildabuse.org

NATIONAL SEXUAL ASSAULT AWARENESS MONTH

National Sexual Violence Resource Center

717.909.0710

717.909.0715 (TTY)

www.nsvrc.org

MAY

NATIONAL LAW DAY

May 1, 2004

American Bar Association
312.988.5000

www.abanet.org

NATIONAL CORRECTIONAL OFFICERS WEEK

May 2-8, 2004

International Association of Correctional Officers
517.485.3310

NATIONAL SUICIDE PREVENTION WEEK

May 2-8, 2004

American Association of Suicidology
202.237.2280

www.suicidology.org

NATIONAL POLICE WEEK

May 9-15, 2004

Concerns of Police Survivors
573.346.4911

www.nationalcops.org

NATIONAL PEACE OFFICERS' MEMORIAL DAY

May 15, 2004

Concerns of Police Survivors
573.346.4911

www.nationalcops.org

NATIONAL MISSING CHILDREN'S DAY

May 25, 2004

National Center for Missing and Exploited Children
800.843.5678

www.ncmec.org

OLDER AMERICANS MONTH

Administration on Aging, Department of Health and Human Services

www.aoa.gov

AUGUST

NATIONAL NIGHT OUT

August 3, 2004

National Association of Town Watch
800.NITE.OUT

www.nationaltownwatch.org

SEPTEMBER

NATIONAL DAY OF REMEMBRANCE

September 25, 2004

National Organization of Parents of Murdered Children, Inc.
888.818.POMC www.pomc.org

OCTOBER

AMERICA'S SAFE SCHOOLS WEEK

October 17-23, 2004

National School Safety Center
805.373.9977

www.nssc1.org

WEEK WITHOUT VIOLENCE

YWCA of the USA
202.467.0801

www.ywca.org

NATIONAL CRIME PREVENTION MONTH

National Crime Prevention Council
800.627.2911

www.ncpc.org

NATIONAL DOMESTIC VIOLENCE AWARENESS MONTH

National Coalition Against Domestic Violence
303.839.1852

www.ncadv.org

NOVEMBER

TIE ONE ON FOR SAFETY

November - December, 2004

Mothers Against Drunk Driving
800.GET.MADD

www.madd.org

DECEMBER

NATIONAL DRUNK AND DRUGGED DRIVING PREVENTION MONTH

Mothers Against Drunk Driving
800.GET.MADD

www.madd.org

Accessing Information: OVC Resource Center and Other Services

VICTIMS' RESOURCES IN THE INFORMATION AGE

The advent of information technologies, especially the enormous growth of the Internet, has changed the way in which information about crime victims' issues is being made available to researchers, advocates, and practitioners. Today, victims and victim service providers can instantly access an enormous amount of information specific to their needs, including the latest research findings, statistical reports, program descriptions, grant and funding sources, evaluations on victim issues, promising practices, and referrals to professional organizations in the victim-serving community.

For victims and victim service providers, information access begins with the Office for Victims of Crime Resource Center (OVCRC), a component of the National Criminal Justice Reference Service (NCJRS). Its web site address is <<http://www.ojp.usdoj.gov/ovc/ovcres>>.

Established by the Office for Victims of Crime (OVC), U.S. Department of Justice, OVCRC is your primary source for crime victim information. OVCRC is accessible 24-hours-a-day through the NCJRS World Wide Web Justice Information Center and Fax-on-Demand where menus provide information and publications from all Office of Justice Programs (OJP) agencies: Office for Victims of Crime, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, Bureau of Justice Statistics, and Bureau of Justice Assistance, as well as the Office of National Drug Control Policy. In addition to the web site, victim assistance professionals can benefit by taking advantage of various online services, such as the Justice Information (*JUSTINFO*) Electronic Newsletter, e-mail inquiries, the Conference Calendar Database, and the Online Ordering Store. NCJRS also has highly trained information specialists to personally answer questions and direct individuals to the best resources available. Furthermore, NCJRS offers allied professionals an opportunity to be placed on its mailing list to receive up-to-date information via the *NCJRS Catalog*. Together with online services, Fax-on-Demand, and personal assistance, NCJRS and OVCRC can help victim advocates *know more* to better serve the needs of victims of crime.

ACCESSING NCJRS AND OVCRC

To contact OVCRC, call (800) 627-6872. To contact NCJRS, call (800) 851-3420. NCJRS can be accessed online in the following ways:

NCJRS World Wide Web Homepage. The homepage provides NCJRS information, and links to other criminal and juvenile justice resources from around the world. The NCJRS web page provides information about NCJRS and OJP agencies, grant-funding opportunities, full text publications, key-word searching of NCJRS publications, access to the NCJRS Abstracts Database, the current *NCJRS Catalog*, and a topical index. The address for the NCJRS homepage is <<http://www.ncjrs.org>>.

NCJRS Online Ordering System. Publications, videos, and other materials that pertain to criminal justice, juvenile justice, and drug control policy can now be ordered at any time. The online store is open 24-hours-a-day, 7-days-a-week at <<http://puborder.ncjrs.org/>>.

Justice Information (JUSTINFO) Electronic Newsletter. This free, online newsletter is distributed to your Internet e-mail address on the 1st and 15th of each month. *JUSTINFO* contains information concerning a wide variety of subjects, including news from all Office of Justice Programs (OJP) agencies and the Office of National Drug Control Policy; criminal and juvenile justice resources on the Internet; criminal and juvenile justice funding and program information; and announcements about new NCJRS products and services. To subscribe, send an e-mail to <listproc@ncjrs.org> with the message *subscribe justinfo* [your name].

E-Mail: Information and Help. Users requiring technical assistance or having specific questions about criminal and juvenile justice topics can send an e-mail to <askncjrs@ncjrs.org>. To place an order for publications, users may send an e-mail to <puborder@ncjrs.org>.

OTHER NCJRS ELECTRONIC INFORMATION SERVICES

Fax-on-demand. NCJRS has established a “fax-on-demand” service that allows the user to obtain copies of selected NCJRS documents directly through their own fax machine, using a toll-free telephone number. To access the fax-on-demand menu, simply call (800) 851-3420, and follow the prompts.

CD-ROM and Online Access to the Abstracts Database. Users with CD-ROM capability can also obtain the NCJRS Abstracts Database on CD-ROM. This disc features citations and abstracts of more than 140,000 criminal justice books, research reports, journal articles, government documents, program descriptions, program evaluations, and training manuals contained in the NCJRS Research and Information Center library collection. The disc also contains search software that supports retrieval, using any combination of words to search individual fields or all fields globally. The disc can be searched using “free text” methods, or in combination with the National Criminal Justice Thesaurus. In addition, the NCJRS Abstracts Database is available on the NCJRS homepage at <<http://www.ncjrs.org/database.htm>>.

VICTIM-RELATED INTERNET SITES

Crime victims and victim service providers have witnessed a remarkable growth in the amount of information available to them, through the continued development of the Internet, especially the World Wide Web. Now, victim-serving agencies and advocacy organizations have the ability to reach around the corner or around the world with information about new issues, services, and promising practices designed to improve the welfare of victims of all types of crime. In an effort to present the most comprehensive and timely information available through this vast medium, the Office for Victims of Crime has substantially revised its World Wide Web homepage. OVC encourages crime victims and victim service providers alike to visit this comprehensive resource, located at <<http://www.ojp.usdoj.gov/ovc/>>. Many other agencies and organizations are now providing victim-related information through the World Wide Web. The following is a

list of sites on the Web that contain information on selected crime victimization topics. Please note that this list is intended only to provide a sample of available resources, and does not constitute an endorsement of opinions, resources, or statements made therein. Further, neither the Office for Victims of Crime nor Justice Solutions endorses any commercial products that may be advertised or available on any of these listed sites.

Federal Agencies/Resources

Bureau of Justice Assistance	http://www.ojp.usdoj.gov/BJA
Bureau of Justice Statistics	http://www.ojp.usdoj.gov/bjs/
Center for Substance Abuse Prevention	http://www.samhsa.gov/centers/csap/csap.html
Center for Substance Abuse Treatment	http://www.samhsa.gov/centers/csat2002/csat_frame.html
Centers for Disease Control	http://www.cdc.gov
FBI Uniform Crime Reports' Statistical Data	http://fisher.lib.virginia.edu/crime/
Federal Judicial Center	http://www.fjc.gov/
GovBot Database of Government Web Sites	http://ciir.cs.umass.edu/ciirdemo/Govbot/
HRSA Information Center	http://www.hrsa.gov/grantsnet/grantinfo.htm
Higher Education Center for Alcohol and Other Drug Prevention	http://www.edc.org/hec/
NCJRS Justice Information Center	http://www.ncjrs.org
National Archive of Criminal Justice Data	http://www.icpsr.umich.edu/NACJD/index.html
National Clearinghouse for Alcohol and Drug Information	http://www.health.org/
National Highway Traffic Safety Administration	http://www.nhtsa.dot.gov
National Institute of Corrections	http://www.nicic.org/
National Institute of Justice	http://www.ojp.usdoj.gov/nij/
National Institute on Alcohol Abuse and Alcoholism	http://www.niaaa.nih.gov
National Institute on Drug Abuse	http://www.drugabuse.gov
Nonprofit Gateway	http://www.nonprofit.gov
Office of Community Oriented Policing Services	http://www.usdoj.gov/cops/
Office of Justice Programs	http://www.ojp.usdoj.gov
Office of Juvenile Justice Delinquency and Prevention	http://www.ojjdp.ncjrs.org
Office for Victims of Crime (OVC)	http://www.ojp.usdoj.gov/ovc/
Office of National Drug Control Policy Information Clearinghouse	http://www.whitehousedrugpolicy.gov
Office on Violence Against Women	http://www.ojp.gov/vawo/
THOMAS: Federal Legislation	http://thomas.loc.gov
U.S. Department of Education	
Campus Security and Safety	http://www.ed.gov/offices/OPE/index.html
Safe & Drug Free Schools	http://www.ed.gov/offices/OESE/SDFS
U.S. Department of Health and Human Services	http://www.os.dhhs.gov/progorg/grantsnet/index.html
Grantsnet	
U.S. Department of Justice	http://www.usdoj.gov
U.S. Department of Veterans Affairs	
National Center on PTSD	http://www.ncptsd.org
U.S. Parole Commission	http://www.usdoj.gov/uspc/parole.htm
U.S. Supreme Court	http://www.supremecourtus.gov

National Victim-related Organizations

American Bar Association	
Center on Children and the Law	http://www.abanet.org/child/
Commission on Domestic Violence	http://www.abanet.org/domviol/
Commission on Legal Problems of the Elderly	http://www.abanet.org/aging/
American Professional Society on the Abuse of Children	http://www.apsac.org/

Anti-Defamation League	http://www.adl.org/hate-patrol/main.asp
Asian Task Force Against DV	http://www.atask.org/
Child Abuse Prevention Network	http://child-abuse.com
Childhelp USA	http://www.childhelpusa.org
Child Quest International	http://www.childquest.org/
Child Welfare League of America	http://www.cwla.org
Concerns of Police Survivors (COPS)	http://www.nationalcops.org
Family Violence Prevention Fund	http://endabuse.org/
Institute on Domestic Violence in the African American Community	http://www.dvinstitute.org
Mothers Against Drunk Driving	http://www.madd.org
National Association of Crime Victim Compensation Boards	http://www.nacvcb.org
National Association of VOCA Assistance Administrators	http://www.navaa.org
National Center for Missing & Exploited Children	http://www.missingkids.org
National Center for Victims of Crime	http://www.ncvc.org
National Center on Elder Abuse	http://www.elderabusecenter.org
National Children's Alliance	http://www.nncac.org
National Clearinghouse on Child Abuse and Neglect Information	http://www.calib.com/nccanch
National Coalition Against Domestic Violence	http://www.ncadv.org
National Coalition of Homicide Survivors	http://www.mivictims.org/nchs
National Commission Against Drunk Driving	http://www.ncadd.com
National Court Appointed Special Advocates (CASA) Association	http://www.nationalcasa.org/
National Crime Victims Research and Treatment Center	http://www.musc.edu/cvc/
National Fraud Information Center	http://www.fraud.org
National Insurance Crime Bureau	http://www.nicb.org
National Organization for Victim Assistance	http://www.try-nova.org
National Sexual Violence Research Center	http://www.nsvrc.org
National Victim Assistance Academy (OVC)	http://www.ojp.usdoj.gov/ovc/assist/vaa.htm
National Victim Assistance Academy (VALOR)	http://www.nvaa.org
National Victims' Constitutional Amendment Network	http://www.nvcan.org
National Violence Against Women Prevention Research Center	http://www.wcwonline.org/violenceprev/
Neighbors Who Care	http://www.neighborswhocare.org
Parents of Murdered Children (POMC)	http://www.pomc.com
Safe Campuses Now	http://www.uga.edu/~safe-campus/
Security on Campus	http://www.campussafety.org/
Stalking Resource Center	http://www.ncvc.org/src/
Victims' Assistance Legal Organization (VALOR)	http://www.valor-national.org

National Criminal and Juvenile Justice- and Public Policy-related Associations

American Correctional Association	http://www.corrections.com/aca
American Correctional Health Services Association	http://www.corrections.com/achsa/
American Council for Drug Education	http://www.drughelp.org
American Jail Association	http://www.corrections.com/aja
American Probation and Parole Association	http://www.appa-net.org
American Youth Policy Forum	http://www.aypf.org
Association of State Correctional Administrators	http://www.asca.net
Balanced and Restorative Justice Project	http://ssw.che.umn.edu/rjp/BARJ.htm
Center for Juvenile and Criminal Justice	http://www.cjcj.org
Center for Restorative Justice & Mediation	http://ssw.che.umn.edu/ctr4rjm

Center for Restorative Justice & Peacemaking	http://ssw.che.umn.edu/rjp
Center for Sex Offender Management	http://www.csom.org
Coalition for Juvenile Justice	http://www.nasassembly.org/html/mcm_cjj.html
Community Anti-drug Coalitions of America	http://www.cadca.org
Community Justice Exchange	http://www.communityjustice.org
Community Policing Consortium	http://www.communitypolicing.org
Correctional Education Association	http://metalab.unc.edu/icea
Council of State Governments	http://www.csg.org
Higher Education Center for Alcohol & Drug Prevention	http://www.cdc.org/hec
Institute for Law and Justice	http://www.ilj.org
International Association of Campus Law Enforcement Administrators	http://www.iaclea.org/
International Association of Chiefs of Police	http://www.theiacp.org
Join Together to Reduce Substance Abuse	http://www.jointogether.org
National Association for Community Mediation	http://www.nafcm.org/
National Association of Attorneys General	http://www.naag.org
National Association for Conflict Resolution	http://www.crenet.org/
National Association of Counties (NACo)	http://www.naco.org
National Association of Drug Court Professionals	http://www.nadcp.org
National Association for Native American Children of Alcoholics	http://www.nanocoa.org
National Association of Police Organizations	http://www.napo.org
National Association of State Alcohol & Drug Abuse Directors	http://www.nasadad.org
National Center on Addiction and Substance Abuse	http://www.casacolumbia.org
National Center for Neighborhood Enterprise	http://www.ncne.com
National Center for State Courts	http://www.ncsconline.org
National Conference of State Legislatures	http://www.ncsl.org
National Consortium for Justice Information and Statistics	http://www.search.org
National Council of Juvenile and Family Court Judges	http://www.ncjfcj.unr.edu/
National Criminal Justice Association	http://www.sso.org/ncja/index.htm
National District Attorneys Association	http://www.ndaa-apri.org
National Governors Association	http://www.nga.org/
National Indian Justice Center	http://www.nijc.indian.com/
National Institute on Drug Abuse	http://www.nida.nih.gov
National Judicial College	http://www.judges.org
National Juvenile Detention Association	http://www.corrections.com/njda/top.html
National Law Enforcement and Corrections Technology Center	http://www.nlectc.org
National League of Cities	http://www.nlc.org
National Mental Health Association	http://www.nmha.org
National Organization for Black Law Enforcement	http://www.noblenatl.org
National Sheriffs' Association	http://www.sheriffs.org/
Office of Correctional Education	http://www.ed.gov/offices/OVAE/AdultEd/OCE
Parents Resource Institute for Drug Education	http://www.prideusa.org
Partnership for a Drug-Free America	http://www.drugfreeamerica.org
Police Executive Research Forum	http://www.policeforum.org
Police Foundation	http://www.policefoundation.org
Southern Poverty Law Center	http://splcenter.org
State Justice Institute	http://www.statejustice.org
Victim Offender Mediation Association	http://www.voma.org/

State-level Crime Victim Compensation Programs

Alabama	http://www.agencies.state.al.us/crimevictims/
Alaska	http://www.dps.state.ak.us/vccb/htm/
Arizona	http://www.acjc.state.az.us
Arkansas	http://www.ag.state.ar.us/
California	http://www.boc.ca.gov
Colorado	http://dcj.state.co.us/ovp/
Connecticut	http://www.jud.state.ct.us/faq/crime.html
Delaware	http://www.state.de.us/cjc/index.html
Florida	http://legal.firn.edu/victims/index.html
Georgia	http://www.ganet.org/cjcc
Hawaii	http://www.ehawaii.gov.org/cvcc
Idaho	http://www2.state.id.us/iic/crimevictims.htm
Illinois	http://www.ag.state.il.us/
Indiana	http://www.state.in.us/cji/victim/comp.htm
Iowa	http://www.state.ia.us/government/ag/cva.html
Kansas	http://www.ink.org/public/ksag/contents/crime/cvcbrochure.htm
Kentucky	http://cvcb.ppr.ky.gov
Louisiana	http://www.cole.state.la.us/cvr.htm
Maine	http://www.state.me.us/ag/crime/victimscmp.html
Maryland	http://www.dpscs.state.md.us/cicb/
Massachusetts	http://www.ago.state.ma.us
Minnesota	http://www.dps.state.mn.us/mccvs
Mississippi	http://www.dfa.state.ms.us/cvcomp.html
Missouri	http://www.dolir.state.mo.us/wc/dolir6f.htm
Montana	http://www.doj.state.mt.us/ago.victimservices/cvindex.htm
Nebraska	http://www.nol.org/home/crimecom/
New Hampshire	http://www.state.nh.us/nhdoj/index.html
New Jersey	http://www.state.nj.gov/victims/
New Mexico	http://www.state.nm.us/cvrc/
New York	http://www.cvb.state.ny.us/
North Carolina	http://www.nccrimecontrol.org/vjs/
Ohio	http://www.ag.state.oh.us/crimevic/cvcomps.asp
Oklahoma	http://www.odawan.net/victim/victimcomp.asp
Oregon	http://www.doj.state.or.us/CrimeV/comp.htm
Pennsylvania	http://www.pccd.state.pa.us/
Rhode Island	http://www.state.ri.us/treas/vcfund.htm
South Carolina	http://www.govoep.state.sc.us/sova
South Dakota	http://www.sdvictims.com
Tennessee	http://www.treasury.state.tn.us/injury
Texas	http://www.oag.state.tx.us/victims/cvc.htm
Utah	http://www.crimevictim.utah.gov
Vermont	http://www.ccvts.state.vt.us/
Virginia	http://www.vwc.state.va.us
Washington	http://www.Ini.wa.gov/insurance/cvc.htm
West Virginia	http://www.legis.state.wv.us/Joint/court/victims/page1.html
Wisconsin	http://www.doj.state.wi.us/cvs/index.html
Wyoming	http://www.vssi.state.wy.us

State-level VOCA Victim Assistance Agencies

Alabama	http://www.agencies.state.al.us/crimevictims/
Alaska	http://www.dps.state.ak.us/Cdvsa
Arizona	http://www.dps.state.az.us/azvictims/
Arkansas	http://www.accessarkansas.org/dfa/intergovernmental/
California	http://www.ocjp.ca.gov/index.html
Colorado	http://cdpsweb.state.co.us/ovp/ovp.htm
Connecticut	http://www.jud.state.ct.us/faq/crime.html
Delaware	http://www.state.de.us/cjc/index.html

Florida	http://legal.firn.edu/victims/index.html
Georgia	http://www.ganet.org/cjcc/voca.html
Guam	http://www.justice.gov.gu/dol/agpro1a.htm
Hawaii	http://www.cpja.ag.state.hi.us
Idaho	http://www.state.id.us/crimevictim/
Illinois	http://icjia.org/public/index
Indiana	http://www.in.gov/cji/victim/index.htm
Iowa	http://www.state.ia.us/government/ag/cva.html
Kansas	http://www.ink.org/public/ksag/contents/crime/main.htm
Kentucky	http://www.law.state.ky.us/victims/
Louisiana	http://www.cole.state.la.us/cvr.htm
Maine	http://www.state.me.us/dhs/welcome.htm
Maryland	http://www.oag.state.md.us/
Massachusetts	http://www.state.ma.us/mova
Michigan	http://www.michigan.gov/mdch/0,1607,7-132-2940_3184-16963--,00.html
Minnesota	http://www.dps.state.mn.us/mccvs
Mississippi	http://www.dps.state.ms.us/dps/dps.nsf/Divisions/ps?OpenDocument
Missouri	http://www.dps.state.mo.us/dps/DPS2002/victimsservices/Victimsservices.htm
Montana	http://bccdoj.doj.state.mt.us
Nebraska	http://www.nol.org/home/crimecom/
New Hampshire	http://www.state.nh.us/nhdoj/victimwitness/vw.html
New Jersey	http://www.state.nj.us/lps/dcj/victimwitness/home.htm
New Mexico	http://www.state.nm.us/cvrc/
New York	http://www.cvb.state.ny.us/
North Carolina	http://www.gcc.state.nc.us
Ohio	http://www.ag.state.oh.us/crimevic/crimevictimservices.htm
Oklahoma	http://www.dac.state.ok.us
Oregon	http://www.doj.state.or.us/CrimeV/welcome1.htm
Pennsylvania	http://www.pccd.state.pa.us/
Rhode Island	http://www.rijustice.state.ri.us/voca/
South Carolina	http://www.scdps.org/ojp/voca/voca.html
Tennessee	http://www.state.tn.us/financial/rds/ocjp
Texas	http://www.oag.state.tx.us/victims/victims.shtml
Utah	http://www.crimevictim.utah.gov
Virginia	http://www.dss.state.va.us/family/treatment.htm
West Virginia	http://www.wvdcjs.com/
Wisconsin	http://www.doj.state.wi.us/cvs/index.html
Wyoming	http://vssi.state.wy.us

Federal and State Corrections

Federal Bureau of Prisons	http://www.bop.gov
Alaska Department of Correction	http://www.correct.state.ak.us/
Alabama Department of Corrections	http://www.agencies.state.al.us/doc/
Arizona Department of Correction	http://www.adc.state.az.us
Arkansas Department of Correction	http://www.state.ar.us/doc/
California Department of Correction	http://www.cdc.state.ca.us/
Colorado Department of Correction	http://www.doc.state.co.us/index.html
Connecticut Department of Correction	http://www.state.ct.us/doc/
Delaware Department of Corrections	http://www.state.de.us/correct
Florida Department of Correction	http://www.dc.state.fl.us/
Georgia Department of Correction	http://www.dcor.state.ga.us/
Hawaii Department of Public Safety	http://www.hawaii.gov/icsd/psd/psd.html
Idaho Department of Correction	http://www.corr.state.id.us/
Illinois Department of Correction	http://www.idoc.state.il.us/
Indiana Department of Correction	http://www.ai.org/indcorrection/

Iowa Department of Correction
 Kansas Department of Correction
 Kentucky Justice Cabinet
 Louisiana Commission on Law Enforcement
 & Criminal Justice
 Maine Department of Correction
 Maryland Department of Correction
 Massachusetts Department of Correction
 Michigan Department of Correction
 Minnesota Department of Corrections
 Mississippi Department of Corrections
 Missouri Department of Corrections
 Montana Department of Corrections
 Nebraska Department of Correctional Services
 Nevada Department of Corrections
 New Hampshire Department of Corrections
 New Jersey State Department of Correction
 New Mexico Department of Correction
 New York State Department of Correctional
 New York City Department of Correction
 North Carolina Department of Correction
 Ohio Department of Rehabilitation and Correction
 Oregon Department of Correction
 Oklahoma Department of Correction
 Pennsylvania Department of Correction
 Rhode Island Department of Correction
 South Carolina Department of Correction
 South Dakota Department of Correction
 Tennessee Department of Correction
 Texas Department of Correction
 Utah Department of Correction
 Vermont Criminal Justice Services
 Virginia Department of Correction
 Washington State Department of Correction
 West Virginia Division Of Corrections
 Wisconsin Department of Correction
 Wyoming Department of Correction

<http://www.doc.state.ia.us/>
<http://www.ink.org/public/kdoc/>
<http://www.jus.state.ky.us/>
<http://www.cole.state.la.us/>

<http://www.state.me.us/corrections/>
<http://www.dpscs.state.md.us/doc/>
<http://www.magnet.state.ma.us/doc/>
<http://www.state.mi.us/mdoc/>
<http://www.corr.state.mn.us/>
<http://www.mdoc.state.ms.us/>
<http://www.corrections.state.mo.us/>
<http://www.state.mt.us/cor>
<http://www.corrections.state.ne.us/>
<http://www.ndoc.state.nv.us/home.php>
<http://www.state.nh.us/doc/>
<http://www.state.nj.us/corrections>
<http://www.corrections.state.nm.us/>
<http://www.docs.state.ny.us/Services>
<http://www.ci.nyc.ny.us/html/doc/>
<http://www.doc.state.nc.us/>
<http://www.drc.state.oh.us/>
<http://www.doc.state.or.us/>
<http://www.doc.state.ok.us/>
<http://www.cor.state.pa.us/>
<http://www.doc.state.ri.us/>
<http://www.state.sc.us/scdc/>
<http://www.state.sd.us/corrections/corrections.html>
<http://www.state.tn.us/correction>
<http://www.tdcj.state.tx.us/>
<http://www.crex.state.ut.us/>
<http://170.222.24.9/cjs/index.html>
<http://www.vadoc.state.va.us/>
<http://www.wa.gov/doc/>
<http://www.state.wv.us/wvdoc/>
<http://www.wi-doc.com/>
<http://doc.state.wy.us/corrections.html>

State Coalitions and Related Resources

Colorado Organization for Victim Assistance
 Connecticut Sexual Assault Crisis Services
 Florida Network of Victim/Witness Services
 Indiana Victim Assistance Network
 Iowa Organization for Victim Assistance
 Kansas Organization for Victim Assistance
 Michigan Crime Victim Rights
 Michigan Victims Alliance
 Missouri Victim Assistance Network
 New Mexico Victim Assistance Organization

 North Carolina Victim Assistance Network
 Ohio Victim Assistance Association
 Safe Horizon (New York City region)
 South Carolina Victim Assistance Network
 Texans for Equal Justice
 Washington Coalition of Crime Victim Advocates
 Wyoming Crime Victims' Coalition

<http://www.coloorg.com/>
<http://www.connsacs.org/>
<http://www.fnvws.org/>
<http://www.victimassistance.org/>
http://www.netins.net/showcase/i_weaver/iowa/
<http://www.state.ks.us/public/ksag/contents/crime/kova.htm>
<http://www.gop.senate.state.mi.us/cvr/>
<http://www.mivictims.org/>
<http://moval.missouri.org/>
<http://www.sjuw.org/civilrights/nmvictims.assist.org.html>
<http://www.nc-van.org/>
<http://www.concentric.net/~Vap1/victlink.htm>
<http://www.safehorizon.org/>
<http://www.scvan.org/>
<http://www.tej.lawandorder.com/index.htm>
<http://ourworld.compuserve.com/homepages/WCCVA/>
<http://www.vcn.com/~wcv/>

Victims Rights Compliance Programs

National: National Crime Victim Law Institute

Arizona: Voice for Victims

Colorado: Division of Criminal Justice;
Office of Victim Services

Connecticut: Office of Victim Advocate

Maryland: Maryland Crime Victims
Resource Center

Minnesota: Office of Crime Victims Ombudsman

New Jersey: Crime Victims' Law Center

South Carolina: Crime Victims' Ombudsman

Wisconsin:

Victim Resource Center

Crime Victims Rights Board

<http://www.lclark.edu/org/ncvli/>

<http://voiceforvictims.org>

<http://dcj.state.co.us/ovp/vra.htm>

<http://www.ova.state.ct.us/>

<http://www.stephanieroper.org/legalhelp.htm>

<http://www.state.mn.us/ebranch/ocvo/homepage.htm>

<http://www.nj-vlc.com/>

<http://www.govoepp.state.sc.us/cvolinks.htm>

<http://www.doj.state.wi.us/cvs/programs/vrc.asp>

<http://www.doj.state.wi.us/cvs/programs/cvrb.asp>

Other Victim Resources

Action Without Borders - Nonprofit Directory

Alliance for Justice

American Humane Association

APA – American Psychological Association

Battered Women's Justice Center

Boys & Girls Club of America National
Headquarters

Children's Institute International

Communities Against Violence Network (CAVNET)

Compassionate Friends

Corporate Alliance to End Partner Violence

Elder Abuse Prevention

Family Violence & Sexual Assault Institute

Florida State University, School of Criminology
& Criminal Justice

International Society for Traumatic Stress
Studies

International Victimology Website

Jewish Women International

Justice for All

Maryland Crime Victims Resource Center

Minnesota Center Against Violence and Abuse

National Coalition of Homicide Survivors

National Crime Victim's Research and
Treatment Center

National Organization on Male Sexual
Victimization

National Parent Information Network

Out of the Blue (Domestic Violence in the
Jewish Community)

Post Trauma Resources

Rape, Abuse, and Incest National Network

Rape Recovery Help and Information

Rule of Law Foundation

Search Yahoo for Victims' Rights

Security on Campus, Inc.

Sexual Assault Nurse Examiners

Stalking Victim's Sanctuary

<http://www.idealists.org>

<http://www.afj.org>

<http://www.americanhumane.org>

<http://www.apa.org/>

<http://www.law.pace.edu/bwjc>

<http://www.bgca.org>

<http://www.childrensstitute.org/>

<http://www.asksam.com/cavnet/>

<http://www.compassionatefriends.com/>

<http://www.caepv.org/>

<http://www.oaktrees.org/elder>

<http://www.fvsai.org>

<http://www.fsu.edu/~crimdo/law.html>

<http://www.istss.org/>

<http://www.victimology.nl/>

<http://www.jewishwomen.org/>

<http://www.jfa.net/>

<http://www.stephanieroper.org>

<http://www.mincava.umn.edu/>

<http://www.mivictims.org/nchs/>

<http://www.musc.edu/cvc/>

<http://www.malesurvivor.org>

<http://www.npin.org>

<http://hometown.aol.com/blue10197/index.html>

<http://www.posttrauma.com>

<http://www.rainn.org/>

<http://www.geocities.com/HotSprings/2402/>

<http://www.rol.org>

[http://www.yahoo.com/Society_and_Culture/Crime/
Victims_Rights/](http://www.yahoo.com/Society_and_Culture/Crime/Victims_Rights/)

<http://www.soonline.org/>

<http://www.sane-sart.com/>

<http://www.stalkingvictims.com/>

Survivors of Stalking
Victim Assistance Online
Violence Policy Center
Workplace Violence Research Institute

<http://www.soshelp.org>
<http://www.vaonline.org>
<http://www.vpc.org>
<http://www.noworkviolence.com/>

Legal Research/Resources

Findlaw
State Law and Legislative Information
U.S. Supreme Court Decisions

<http://www.findlaw.com/>
<http://www.washlaw.edu/>
<http://supct.law.cornell.edu/supct/>

Media

American Journalism Review Newslink
Criminal Justice Journalists
Dart Center for Journalism and Trauma
Michigan State University Victims and
the Media Program
News Index
Newspapers Online
Public Relations Society of America

<http://www.newslink.org/>
<http://www.reporters.net/cjj>
<http://www.dartcenter.org/>
<http://www.victims.jrn.msu.edu>

<http://newsindex.com>
<http://www.newspapers.com>
<http://www.prsa.org>

Read and discuss the following statistics. You can also tape the statistics on your living unit walls to create awareness during NCVRW.

Domestic Violence

Each year, 1,500,000 women and 835,000 men in the United States are raped or physically assaulted by an intimate partner. (National Institute of Justice. 2000. *Extent, Nature and Consequences of Intimate Partner Violence*. Washington, DC: U.S. Department of Justice.)

Because the number of victimizations far exceeds the number of victims, it is estimated that in the United States, there are 4.8 million intimate partner rapes and physical assaults against women annually and 2.9 million intimate partner physical assaults against men annually. (Ibid.)

Among women who report having been raped, physically assaulted, or stalked since they were 18 years old, 60 percent were victimized by a husband, co-habiting partner, a boyfriend, or a date. (Ibid.)

More than 500,000 women have injuries requiring medical treatment each year that were inflicted upon them by intimate partners. (Ibid.)

The direct costs of medical treatment for battered women annually are estimated at 1.8 billion. (Wisner, C., Gilmer, T., Saltman, L., Zink, T. "Intimate Partner Violence Against Women: Do Victims Cost Health Plans More?" *Journal of Family Practice*, 1999: 48(6).)

Each year, over 324,000 pregnant women are victims of intimate partner violence in the United States. (Centers for Disease Control and Prevention. 2002. *Safe Motherhood: Promoting Health for Women Before, During and After Pregnancy*, 2002. Washington, DC: U.S. Department of Health and Human Services.)

Thirty-two percent of all the females between the ages of 20 and 24 murdered between 1993 and 1999 were victims of an intimate partner. (Ibid.)

In recent years, intimate partners have been responsible for 33 percent of all the female homicides recorded annually. (Bureau of Justice Statistics. February 2003. *Intimate Partner Violence, 1993-2001*. Washington, DC: U.S. Department of Justice.)

Children under the age of 12 resided in 43 percent of the households in which domestic violence was reported between 1993 and 1998. (Ibid.)

The National Coalition of Anti-Violence Program's data collection for same sex domestic violence in 2002 reported 5,092 incidents. 42% of the reported incidents involved females, 51% involved males, and the remainder were of unspecified gender. (Baum, R. and Moore, K. 2002. *Lesbian, Gay, Bisexual, and Transgender Domestic Violence in 2002*. New York, NY: National Coalition of Anti-Violence Programs.)

In 2002, 20% of female crime victims and 3% of male crime victims were victimized by intimates. (Bureau of Justice Statistics. August 2003. *Criminal Victimization, 2002*. Washington, DC: U.S. Department of Justice.)

FACILITATOR COPY

Read the following statement and place a T or F in the margin to the left indicating whether you think the statement is true or false. Be prepared to discuss your answers. *Facilitator's Notes: Ask the class to take the True/False test. Allow time to discuss each statement.*

1. The battered women syndrome affects only a small percentage of the population.

FALSE: Accurate statistics are not available on the number of abused women. This phenomenon, like rape, is a highly under reported crime.

2. Wives batter husbands, too.

TRUE: Figures available indicate that for every battered husband there are ten battered wives. The difference lies in the context of violence: women suffer far greater physical injury than men.

3. Battering is restricted to poorly educated families from lower socio-economic classes.

FALSE: Battering is found in all social economic classes. An unusually high incidence is found among police, physician and men in the helping professions.

4. Husbands and wives have always fought. It's natural and can't be bad.

FALSE: There is occasional conflict in every family, but the distinguishing feature here is the severity and intensity of violence. According to police, the home is the "nursery school of violence," Not the streets. To eliminate violence in society, we must first rid the home of violence.

5. A slap never hurt anyone.

FALSE: Domestic violence is distinguished by the frequency and duration. Physical injuries range from a black eye to broken bones, burst eardrums, split lips, burns and scalds, through attempted strangulation. Women are frequently hospitalized. Injuries can end in death. Constant exposure to beating is also damaging mentally, in terms of the individual's self-esteem, self worth, and self confidence.

6. Battered women are masochistic and enjoy it, otherwise they wouldn't stay.

FALSE: Women may be reluctant to leave for a complex set of factors, such as shame or concern for the abuser. When a woman does leave, it does not guarantee that the beating will stop. Batterers will often go to great lengths to trace their spouse or girlfriend in order to continue the abuse.

7. Some women provoke a man and deserve to get beaten.

FALSE: Beatings are generally unpredictable, and it does not seem to matter how a woman acts or what she says; whether she is passive or assertive. Beatings tend to increase in frequency and severity, even when someone provokes a disagreement, no one deserves to be beaten.

8. Batterers are psychopathic.

FALSE: Batterers may lead normal lives in all aspects except their inability to control aggressive impulses.

9. The batterer is not a loving person.

FALSE: S/He is not always brutal. Particularly after a violent episode, the husband/wife is often remorseful and often promises that it won't happen again.

10. Alcohol abuse causes violence.

FALSE: Drinking lowers control of inhibitions over violent behavior, but the drinking may be used as an excuse to let down these inhibitions. According to statistics, one third of batterers do not drink at all.

11. Men who batter are reacting to the feminist movement.

FALSE: Wife beating existed and was legal for centuries before feminism. Only recently have laws been passed against wife beating, largely as a result of feminism.

12. Most of society does not condone domestic violence.

FALSE: By tolerating it, society accepts it as normal. In a recent survey among college undergraduates, it was found that more than 60% of the men and women thought it was okay to "slap" a wife.

13. The police do not take domestic violence seriously.

FALSE: According to the 1990 Law Enforcement Management and Administrative Statistic Survey (LEMAS), 93% of large local police agencies and 77% of the Sheriff's departments have written policies concerning domestic disturbances and how to respond. (U.S. Department of Justice, Bureau of Justice Statistics, 1994)

14. Shelters break up families.

FALSE: To suggest shelters break up families is like saying hospitals cause auto accidents.

15. A batterer also beats his/her children.

FALSE: S/He may not necessarily abuse the children. However, in three out of four violent marriages, which have children, the children are physically abused. What is so evident is that children from abusive homes tend to seek violent relationships with adults.

16. Once a batterer, always a batterer.

FALSE: No. A number of counseling programs for the batterer assist in his finding nonviolent solutions to problems. It is important to realize that nine out of ten batterers do not believe they need to end their violence and so never seek counseling.

17. Once a battered woman, always a battered woman.

FALSE: There is a growing community awareness of the plight of battered women and their children. There are counseling programs offering support and help with housing and employment, hotlines which provide crisis counseling and referrals and shelters which provide safe refuge.

Read the following statements and place a T or F in the margin to the left indicating whether you think the statement is true or false. Be prepared to discuss your answers.

1. ____ The battered women syndrome affects only a small percentage of the population.
2. ____ Wives batter husbands, too.
3. ____ Battering is restricted to poorly educated families from lower socio-economic classes.
4. ____ Husbands and wives have always fought. It's natural and can't be bad.
5. ____ A slap never hurt anyone.
6. ____ Battered women are masochistic and enjoy it otherwise they wouldn't stay.
7. ____ Some women provoke a man and deserve to get beaten.
8. ____ Batterers are psychopathic.
9. ____ The batterer is not a loving person.
10. ____ Alcohol abuse causes violence.
11. ____ Men who batter are reacting to the feminist movement.
12. ____ Most of society does not condone domestic violence.
13. ____ The police do not take domestic violence seriously.
14. ____ Shelters break up families.
15. ____ A batterer also beats his/her children.
16. ____ Once a batterer, always a batterer.
17. ____ Once a battered woman, always a battered woman.

(From the Los Angeles Commission on Assaults Against Women and the U.S. Department of Justice, Bureau of Justice Statistics, 1

Facilitator's Notes:

The following two pages address “children in violent homes”. This section could be a trigger topic for those who witnessed domestic violence and/or received physical assaults. Be very aware of the body language, responses and attention spans of the wards. Ask the class to complete the question under “THINK ABOUT?” Give the wards at least 10 minutes to answer this question. Provide a short debriefing to address any reactions that may have been triggered through the exercise.

CHILDREN IN VIOLENT HOMES

Children from violent homes come from all walks of life. They suffer emotional trauma and psychological scars from watching the abuse. Fear, instability, and confusion replace the love, comfort and nurturing they needed. They may feel guilt for the violence, or blame themselves. A poor self-image usually develops with a mixture of hope and depression, deceptiveness, and social isolation. In this type of dysfunctional relationship, children may adopt the abusive behavior itself, or develop other inappropriate behaviors.

Children are often the unintended victims of battering. Children in violent homes face dual threats: the threat of witnessing traumatic events, and the threat of physical assault. The following statistics are excerpted from "A guide to Research on Family Violence, 1993." Children of abused women may:

- Be injured during an incident of parental violence;
- Be traumatized by fear for their mother and their own helplessness in protecting her;
- Blame themselves for not preventing the violence or causing it;
- Be abused or neglected themselves.
- Child Abuse in Violent Homes

Child Abuse in Violent Homes

- *The risk of child abuse is significantly higher when partner assault is also reported.*
- Nearly half of men who abuse their female partners also abuse their children.
- Nationally, 75% of battered women say that their children are also battered. One study found that one third of the families reporting a violent incident between the parents also reported the presence of child abuse.
- Women being battered are less able to care for their children. Eight times as many women report using physical discipline on their children while with their batterer than when living alone or in a non-battering relationship.

Witnessing Parental Violence

- Over 53 million children are at risk of exposure to parental violence each year.
- Children from violent families can provide clinicians with detailed accounts of abusive incidents their parents never realized they had witnessed.

The Impact on Children

The damage inflicted by living in a home with severe parent to parent violence is often overlooked. The immediate impact of this exposure can be traumatic - fear for self, fear for their mother's safety, and self blame. Over a longer period of time, the child's exposure to violence may lead to later violence on the part of the child - as well as to other serious emotional and behavioral problems.

- The range of problems among children who witness parental violence includes psychosomatic disorders, such as stuttering, anxiety, fear, sleep disruption, and school problems.
- Children older than five or six have a tendency to identify with the aggressor and lose respect for the victim.
- Violence witnessed at home is often repeated later in life. Violent parental conflict has been found in twenty to forty percent of the families of chronically violent adolescents. 75% of boys who witness parental abuse have been demonstrable behavior problems.
- A comparison of delinquent and non-delinquent youth found that a history of family violence or abuse was the most significant difference between the two groups.
- Child and adult victims of abuse are more likely to commit violent acts outside the family than those not abused. Abused children are arrested by the police more times more often than non-abused children.

Frequently, battered women are blamed for the violence their children experience as a result of living with an abusive father. For instance, courts and Child Protective Services have penalized battered women for “failure to protect” by having the children taken away. Fathers’ rights groups have used statistics as a tool against battered women in custody disputes. In reality, battered women strive to protect their children from violent partners. They strive to be good parents despite their own terror, depression, and injuries inflicted by their partners. Often, battered women leave abusive relationships for the sake their children. At the same time, many of them return to the relationship because they become homeless, are no longer able to provide for their children, and fear losing custody of the children.

Think About?

If you witnessed violence in your own home, write in the space below how you think it affected you. You will not be asked to share this in the group unless you choose. You may want to discuss your answer with your counselor in private.

Facilitator's Notes:

Ask wards to read the following case example of Danielle and Michael. This case provides the wards with an opportunity to begin thinking of solutions or options available to remedy the violent situation. Encourage students to consider the alternatives and emotions through Danielle's eyes. Ask students to share their responses from the questions that follow.

Danielle and Michael have been living together for two years. Tonight, Michael came home and was angry because dinner was not ready. Danielle and Michael argued and Michael lost control and began hitting and kicking Danielle. He then left the house in their car. Danielle had several injuries including a large cut above her right eye that was bleeding. She also thought that her ribs were cracked.

Check the feelings that you think Danielle might be feeling:

fear	sad	responsible
anger	love for abuser	confused
hopelessness	responsible for abuser	upset
helplessness	guilty	depressed
feeling isolated	ashamed	suicidal
insecure	embarrassed	other

1. Choose one of the feelings you checked above and explain your choice.

2. If Danielle was your sister which of the choices shown below would you want her to do? Circle your choices and then go back and number your choices as to what you would want her to do first, second, third, etc.)

- Call the police.
- Leave the house and go _____.
- Call an ambulance
- Call a friend or _____.
- Do nothing and hope his mood improves before he comes back home.
- Wait for him to return and ask him to take you to the hospital.
- Call a hotline for battered women and hope they can tell you what to do.
- Try to find a place to stay for the night until he has cooled down.
- Leave and plan not to return ever.

3. Why did you choose the decisions you did?

4. What problems did your decision solve?

5. If you chose to leave the house, what items would you try to take with you?

6. How would you get away from the house when he has the car?

Relationships/Power/Respect/Values Clarification Exercise

Have two boxes available, mark one "unhealthy" and one "healthy". You can also have the participants tape the statements to the wall underneath a "healthy" banner or the "unhealthy" banner. Have participants read the statement and then drop the statement in one of the boxes after deciding if it is a healthy or unhealthy statement or behavior.

expecting the other person to be perfect

"You're my best friend"

"What's wrong? You look upset"

"You're starting to get fat, you need to lose weight"

telling someone what they should wear

spending time with other friends

hitting and kicking

"He hardly ever hits me anymore"

"He's supposed to tell me where he is all the time"

communicating

sharing feelings

complaining about your partner

"You're stupid"

"You are not going out with your friends"

"I'd like to talk to you about something that's bothering me"

"I wish you looked like Britney Spears"

"We can hang out at home, but I won't take you out in public"

having personal goals

having some separate interests

spending time with family

discussing different opinions

asking your partner to support your illegal activity

"You're lucky to have me, no one else would want you"

Read and discuss the following statistics. Emphasize that Drunk Driving is an “Equal Opportunity Crime” – it can happen to anyone. To create awareness in your living unit you can tape the following statistics and the victim tributes in the camera ready artwork section on your living unit walls.

Drunk Driving

Highway death statistics show 17,419 fatalities in alcohol-related motor vehicle crashes in 2002. (National Commission Against Drunk Driving. 2003. *Fatalities in Motor Vehicle Traffic Crashes: 2002*. Washington, DC.)

This accounts for 41 percent of total traffic fatalities in 2002 and demonstrates there is about 1 alcohol-related fatality every 30 minutes. (Ibid.)

In 2002, more than half of children under the age of 15 killed in alcohol-related crashes were passengers in cars where the driver had been drinking. (National Highway Traffic Safety Administration. 2003. *Traffic Safety Facts 2002: Children*. Washington, DC: U.S. Department of Transportation.)

Alcohol-related crashes cost the American public more than \$50 billion a year. (National Highway Traffic Safety Administration. 2003. *Traffic Safety Facts: Laws*. Washington, DC: U.S. Department of Transportation.)

According to a study on alcohol marketing in 2001, for every drinking and driving prevention ad, 172 product placement ads were aired by alcohol companies. (Center on Alcohol Marketing and Youth. 2003. *Drops in the Bucket: Alcohol Industry “Responsibility” Advertising on Television in 2001*. Washington, DC.)

In males 21 and younger, having a blood-alcohol level of 0.02 or higher more than doubles the risk of a fatal single-vehicle crash. (National Institute on Alcohol Abuse and Alcoholism. *Alcohol Alert* (52). April 2001. Bethesda, MD: National Institute of Health.)

In 2001, there were 594 boating accidents where alcohol was involved and 232 alcohol-involved boating fatalities. (U.S. Coast Guard. 2003. *Safety: Boating Under the Influence*. Washington, DC: U.S. Coast Guard.)

In a recent Gallup survey about drinking and driving in America, 97 percent of the respondents said they believe drinking and driving by others is a personal threat to the safety of their families and themselves; 77 percent believe it is a major threat. (National Highway Traffic Safety Administration. 2003. *National Survey of Drinking and Driving Attitudes and Behavior: 2001*. Washington, DC: U.S. Department of Transportation.)

Facilitator's Notes:

Ask the wards to respond to the questions following the two stories on the next page. Tell them not to worry about the spelling because no one will see what they have written. After allowing time for written responses ask the questions aloud and ask if anyone would like to share their reaction with the class.

On November 10, 1991, an 18 year old swimmer celebrating a swim meet victory was provided wine by a teammate's 21 year old girlfriend. He quickly drank one bottle and drove through a residential section of Mesa, Arizona at speeds exceeding 80 mph in a 30 mph zone. His car struck and killed a 22 year old college student and seriously injured a 16 year old girl as they were walking in a crosswalk. The driver left the scene, but he turned himself into the police the next day. As a result of the elapsed time, police were unable to obtain breath, blood or urine specimens to determine a blood alcohol concentration (BAC). The driver was convicted of manslaughter for the death and aggravated assault for the injury. He was sentenced to ten years in prison. The 21 year old provider of alcohol was convicted of a misdemeanor and sentenced to six months in jail.

Do you think someone should be arrested for providing alcohol to a minor? Explain your answer.

It was an autumn evening and Kenny was going around a blind curve on his way home from work. A full sized four wheel drive pick up was suddenly in his lane. Kenny was killed by a 20 year old, twice convicted of drinking and driving and driving with a revoked license. Kenny was a husband and father of two daughters. The driver broke his ankle. He was sentenced to work at the Marina Del Rey Sheriff's station for 1 year and received 5 years probation.

Do you think probation is an appropriate sentence for someone who has previously been convicted of drinking and driving, driving on a revoked license and eventually killed someone? Explain your answer.

FACILITATOR COPY

Facilitator's Notes: Ask the class to complete the questionnaire, Test your Alcohol and Drug IQ. Allow at least 5 - 7 minutes for completion. Read the statements aloud and ask the class for their responses.

TEST YOUR ALCOHOL AND DRUG IQ

We all like to make important decisions based on the truth; but in the case of alcohol and other drugs, many people have opinions based more on feelings than facts. Complete the questionnaire and see how much you know. Place a T or F in the margin to the left indicating whether you think the statement is true or false.

1. People have more energy after using alcohol because it is a stimulant.

False: Alcohol is classified as a depressant. Alcohol slows down the brain functions that control judgment and muscular coordination. Alcohol may interfere with a person's normal abilities to do certain mental tasks: to remember, to understand, to reason, to make decisions and to do certain physical tasks (drive).

2. Drinking alcohol can permanently damage a person's body.

True: Large amounts of alcohol may lead to irritation or inflammation of parts of the digestive system. Continuous heavy drinking may lead to serious problems with the hear, liver, stomach, and other organs.

3. A person is much more likely to get drunk quicker with hard liquor than with beer or wine coolers.

False: The amount that is consumed is the key. Liquor is more potent than beer or wine, but people generally consume greater amounts of beer and wine, which makes them equal in the way they can affect your system, 2 oz. Liquor = 10 oz. Beer = 8 oz. Wine.

4. A cold show or a cup of coffee will sober someone up.

False: Coffee, showers, and fresh air might keep a person awake, but they won't improve judgment or sharpen reactions. Only time will decrease the effects of alcohol.

5. Alcohol is a food and drug.

True: Alcohol is a drug that affects the nervous system after it reaches the brain. Alcohol is only a food because it contains calories. It lacks important nutrients that the body needs.

6. Everybody reacts the same to alcohol.

False: Reactions to alcohol vary tremendously from person to person. Difference people react differently to the same amount of alcohol Reactions depend on various factors, such as how fast the person drinks, whether the person has eaten, the type of beverage consumed, body weight and body chemistry. Other factors are psychological, such as the situation, the person's mood and prior drinking experience.

7. A person can die of alcohol poisoning from gulping drinks.

True: Gulping drinks can have instaneous intoxicating effects. I a person rapidly gulps down an unusually large amount of alcohol (more than a pint), it may kill him or her.

8. Alcohol is a drug, just as cocaine and marijuana are.

True: Alcohol is a drug.

9. The use of marijuana does not impair driving skills as much as the use of alcohol.

False: The use of either substance is equally detrimental to driving skills. Marijuana impairs vision, shortens one's attention span, and affects tracking abilities, all important to driving performance.

10. It is save to drive as long as a person only has one drink.

False: Under certain circumstances, one drink may affect a driver's judgment, especially if they are an inexperienced driver. He or she may become overconfident, careless, and more likely to take chances. To be safe, a person should wait at lease one hour per drink before driving.

TEST YOUR ALCOHOL AND DRUG IQ

We all like to make important decisions based on the truth; but in the case of alcohol and other drugs, many people have opinions based more on feelings than facts. Complete the questionnaire and see how much you know. Place a T or F in the margin to the left indicating whether you think the statement is true or false.

1. ____ People have more energy after using alcohol because it is a stimulant.
2. ____ Drinking alcohol can permanently damage a person's body.
3. ____ A person is much more likely to get drunk quicker with hard liquor than with beer or wine coolers.
4. ____ A cold shower or a cup of coffee will sober someone up.
5. ____ Alcohol is a food and drug.
6. ____ Everybody reacts the same to alcohol.
7. ____ A person can die of alcohol poisoning from gulping drinks.
8. ____ Alcohol is a drug, just as cocaine and marijuana are.
9. ____ The use of marijuana does not impair driving skills as much as the use of alcohol.
10. ____ It is safe to drive as long as a person only has one drink.

Facilitator's Notes:

Not everyone's body reacts to alcohol in the same way. Two people with the same body build, drinking the same alcoholic beverage and the same amount can begin to feel the physical effects of intoxication at different rates. It is important to pay attention to your body signals before you drink. Are you tired? They can have a compounded effect when alcohol is consumed. Read the "The FACTS About Alcohol Content" and "The Effects of Alcohol on Health" aloud and discuss afterwards.

The FACTS about Alcohol Content

Don't let the bottle fool you. A 12 ounce can of beer, a five ounce glass of wine, a nine ounce wine cooler and one shot of whiskey contain about the same amount of alcohol. Each bottle has its own label and will state either the percentage of alcohol or the proof. Proof is easily converted to percentage by simply dividing it in half, so any liquor that is 80 proof is 40% alcohol. The alcohol content of wine and malt beverages may vary depending upon production methods.

In most states, a person is legally considered to be under the influence with a blood alcohol concentration of .10 or greater. Many states are now lowering the level to .08.

Reaction time slows with a BAC below .10. Vision and depth perception become distorted; emotions and moods become unpredictable. Alcohol begins to affect coordination and judgment. According to the American Medical Association, driving skills have deteriorated at .05 BAC. A driver with a BAC of .10 is six times more likely to have a crash than a sober driver. Furthermore, a driver with a BAC of .15 is 25 times more likely to have a crash, while a driver with a .20 BAC is 100 times more likely to have a crash (Ryan, 1993).

It is relatively safe to say that your body metabolizes about one drink per hour. However, recent research suggests that men produce more of a certain enzyme than women, and this enzyme begins the rapid absorption of alcohol in the stomach. More alcohol will therefore get into a woman's bloodstream, making her BAC higher than a man who weighs the same and has had the same number of drinks. Other factors interacting with you BAC include how tired you are, whether your body is in shape and whether you are on medication, just to name a few. Each of these can change the way alcohol affects someone (Vogler & Bartz, 1992). Whether you drink or not is up to you, although it is against the law if you are under 21. But you should never drink and drive.

The Effects of Alcohol on Health

The health risks associated with heavy drinking are well known and have been highly publicized. The crimes of suicide, domestic violence, sexual assault and other crimes are frequently committed while under the influence. Impulsive behavior is very common after drinking and plays a major role in many accidents. For example, after several drinks, an individual decides to repair a TV antenna and climbs on the roof. He falls off, makes his way back into the house and dies on the bathroom floor from serious injuries.

Drinking alcohol lowers one's inhibitions, so, while under the influence, many people have an easier time engaging in certain activities that they might normally be more reserved about. Although it is true that even a little bit of alcohol can lower your inhibitions and make you feel amorous, larger amounts will interfere with sexual performance by reducing sensitivity and reflexes, including achieving and maintaining an erection. A more serious matter is when someone is drunk, he or she may impulsively engage in sexual intercourse that can and often does result in an unwanted pregnancy. Sexually transmitted diseases are also consequences of drinking and acting impulsively. A person whose thinking is impaired by alcohol may not be as likely to avoid sexually dangerous situations such as not using a condom or having sex with someone they don't know.

Recent concern about fetal alcohol syndrome (FAS) has prompted the government to require warnings on alcoholic beverage containers and in public places that serve alcohol. Fetal Alcohol Syndrome can occur when pregnant women drink alcohol, which results in a variety of physical and/or developmental abnormalities in the baby. A woman who goes on even one drinking binge while pregnant can cause a chemical assault on the development processes of her baby (Vogler & Bartz, 1992).

Drinking is legal only for people over 21, and should only be used by adults who will not be driving or engaging in any risk-taking behavior at the time or several hours later.

PREGNANT WOMEN SHOULD NEVER USE ALCOHOL OR OTHER DRUGS

Facilitator's Notes:

Read the following information regarding teen drinking and driving and share the statistics with the group. Afterwards, ask the group to read the article, "I Was Arrested For Drunk Driving" and answer the questions that follow. Encourage them to respond with more detailed answers for questions #1 than mad, sad, scared, etc. Try to get the class to feel some of the consequences of this crime.

Today, across the country, eight young people will die in alcohol related vehicular crashes. Think of eight young people who are closest to you: your children, nieces, nephews, and friends. It could be them.

A 1993 US Department of Health and Human Service series of reports on underage drinking showed that at least 10 million American teenagers drink monthly, 8 million drink weekly, and almost a million go on weekly drinking binges of five or more drinks in a row. The series also revealed that teenagers are able to purchase alcohol without being asked for proper identification despite the fact the purchase and possession of alcohol by persons under 21 is illegal in all 50 states. Alcohol is one of the most widely available and problem producing drugs available today. Alcohol is the drug of choice for young people, and they consume it earlier and earlier. Research has shown that people who begin to use alcohol early in their teens are more likely to experience serious alcohol related and health problems later in life.

**“I Was Arrested for Drunk Driving”
A “Harmless” Game Landed Me in Jail
by Anna Cruz**

A Special Party

There was this party. Yeah, I know, there’s always a party. But this was a special party. It was the last week of summer vacation, and the old gang was about to split up again and head back to college. It was a Thursday night. I was meeting my friends, Sonny and Tara, and some other kids at Sonny’s parents’ house in the ‘Sack. We all went to high school together. Even after a year of going our separate ways, we were really tight. So we were hanging at Sonny’s and drinking a couple of beers. But it was cool. I knew what I was doing. At least I know I did. Before Brad.

Brad was – how can I describe him? Flawless. He was Sonny’s neighbor. An older guy. Totally brilliant. He already graduated pre-med and was accepted into Columbia. He was going to be a surgeon. Save lives, he said. Play God. Said he’d seen a human heart up close and it was awesome. Brad had heard the music at Sonny’s that night and dropped by. Tara leaned over and whispered, “Look at his hands.” He was rolling this silver dollar over his fingers. Like a magician, you know? Over and over his fingers. He said that’s what surgeons do to keep their hands in shape. He said he could pick a hair up from a glass table with just his fingertips. I couldn’t take my eyes off his hands. You know when guys have clean, tan hands that are soft, yet really muscular? Those were Brad’s hands. I remember thinking, “I could marry those hands.”

So I had a couple of beers and was feeling fine. We were all laughing and lounging around. Very ripe scene. It was about 10 o’clock. As a joke, Tara said we should turn ER on and see if Brad could diagnose the patients. Then Sonny added his two cents to the mix.

The Drinking Game

“Heard about the ER drinking game?” he asked. Said he read about it on the Internet. Like, whenever Carter flirts with Dr. Lewis, everyone has a drink. Or each time Ross gets puppy dog eyes while looking at that curly haired nurse, you take half a drink. Those are the rules. Sonny said it was totally hot at his dorm. It sounded stupid to me, but this sort of whirlwind took over and Sonny was getting more beers and the TV was on and before I knew it I was in the middle of it all. I mean, before I could explain that I drove my mom’s car from Ridgewood and told her I’d be home before midnight, Really, who says something so lame in front of a gorgeous doctor to be?

Just Like on TV

“Step out of the car, please.” The red light was still flashing. A cop was shining his flashlight on my face. I didn’t move. I didn’t think I could move. “Step out of the car,” he said again. This time he reached through the open window, pulled the lock and opened my car door. As soon as I stood up, I got totally dizzy. I felt much more drunk on my feet, but I tried to maintain. Just like on TV, the cop asked me to walk in a straight line and touch my nose with my finger. I couldn’t believe I couldn’t do it. I couldn’t believe, either, that the officer took out handcuffs and slapped them on my wrists. That’s when it came crashing home: I was in big trouble. This nightmare wasn’t going to end in a commercial. He gently led me to the backseat of the police car and told me I was going downtown to the precinct to take an alcohol test.

“My car...”, I stammered.

“It’ll be impounded,” he told me.

Then he asked, “Are you over 18?”

“I’m just 18” I said.

“Then you just made a very adult mistake.”

All the way to the station, I felt like crying but couldn’t. I was beyond tears and way in to complete and total panic. I’d never even gotten a “C” on a report card.

Uncuffed

The police station was really quiet. Not like NYPD Blue at all. Mostly just cops in uniforms milling around. They would look at me, see the cuffs, then look away. I felt like a criminal... which I guess I was. My head was spinning and I couldn’t walk very well. Totally humiliating! The officer propped me up on his arm and led me into a little room with a couple of chairs and a small desk. He took the cuffs off, which was good because they were starting to cut into my wrists.

“Was I driving too fast?” I remember asking. He told me know, I was crawling along going at least 10 miles an hour... on the wrong side of the road. That’s when I started to cry. I blubbered that I’d never done anything wrong before, that it was just one little mistake. He stopped filling out his report and looked my straight in the eye. “Do you know how many people have been killed by drunk drivers who make one little mistake?” After that, I didn’t say anything else. Just tried to listen while he read off a sheet of paper informing me I was being arrested for violating New Jersey state law, and that I was required by law to consent to a breath test for alcohol. He asked how much I’d had to drink and when was the last time I ate. I felt sick. I’d never felt so alone in my life. I just wanted to go home. That’s when the officer brought in the breath test and told me to blow in the tube. After that, he explained there would be a hearing the next day and I should call someone to bail me out.

No one was home. My older brother had already left for school and my parents, who were supposed to be back from Manhattan by midnight, must have been tied up in traffic or something. And my friends, well, there were all still at Sonny's and in no condition to drive either. So the officer led me to a jail cell where I sat rotting for the next hour and a half.

Alone in a Small Cell

It's totally psychotic being in jail. Not what I expected at all. First of all, I was alone in a small cell with a tiny bed, stainless steel sink and toilet with no seat. It was clean enough. I mean, I didn't have to stand because it was too gross to sit. And I didn't have to cower in a corner away from a bunch of drug addicts and prostitutes either.

That was good. But when the cop turned the lock and left me sitting alone on the green plastic bed sheet, that was bad. I could barely breathe. I felt like I had major claustrophobia. Just knowing I couldn't get out made me freak. If I needed a little fresh air or wanted to go to the bathroom in private, well, too bad. You really do feel like an animal in a cage. It's a feeling you can't know unless you experience it for yourself.

When my parents finally came to pick me up, it was the worst part of all. I could see my mom had been crying. My dad didn't say a word. I know they both knew I knew better than to drink and drive. It's like they had trusted me to be smart and I let them down. Impressing Brad seemed like the most feeble excuse, but what else could I say?

A Record That Would Never Go Away

The next day in court, my mom and dad stood beside me as I pleaded guilty and took my punishment: a fine of \$250 and suspension of my license for six months. And a record that would never go away. I could have been ordered back to jail, but the judge released me to the custody of my parents. Before it was over, though, the judge asked me to turn and face my mom and dad.

"Do you love them?" he asked. I said that I did. My mom and I both started to tear up. My dad, too. Then the judge told me to remember that moment... that feeling. "Remember it," he said, "because drunk drivers kill people's moms and dads and daughters every day. Think about that the next time you consider getting behind the wheel drunk. Think about somebody's mom."

That really stuck in my mind. I know I'll never make the same mistake again... or let someone else drive drunk, either. Hey, I want to be somebody's mom one day, too. (Sassy Magazine, October 1995)

Answer these questions:

1. What was going through Anna's mind when she was sitting in her jail cell?
2. List several of the poor choices Anna made that night. Explain your answers.
3. Have you ever had too much to drink just to be considered part of the group?

Drunk Driving Role-play

Facilitator: Assign roles to role play participants and give them to read their script. The words do not have to be exact. Start the scenario at the party and let the scenario play out all the way through the hospital scene. Try to have props whenever possible. Stop the scenario at any point that group members who are observing want to ask a question of the role player. Group members can stop the role-play to ask one of the role-players a question about what they are doing, thinking or feeling.

"Bud" (Drunk driver)

You are at your Mom's house, picking up your son Buddy. You have just come from a party where you have been drinking for about two hours. You are in a hurry to pick up Buddy and drive home, a few miles away. Your Mom tells you not to drive home but you don't listen. You put Buddy in the car seat, and drive off. You then call your Mom on the car phone to prove everything is ok. You talk to her for a second and then say "Oh, no!" and crash. You end up in the emergency room semi-conscious, asking for Buddy.

"Mike" (Bud's friend)

You are at the same party as Bud. You see him leave the party and you know he's drunk but you don't say anything. You talk to yourself out loud "Man, he's my friend, I should stop him. He may think I'm nagging him. He doesn't have far to drive."

"Buddy" (Bud's 6 year old)

You ask "Grandma" to drive you home, because Daddy is acting funny. Neither one of them pay much attention to you. After the crash you are sitting outside the emergency room by yourself.

"Mom"

Bud shows up to pick up his son. You notice that he looks and smells like he has been drinking. You try just a few times to get him not to drive but he doesn't listen. You have seen him in the same condition and he always gets home safely. He calls you later from his car phone telling you that everything is fine. You hear him say "Oh, no!" You hear a crash and then the line goes dead.

"Doc" (Emergency room doctor)

Bud is brought into emergency with injuries. A blood alcohol test shows he is over the legal limit. You see injuries from drunken driving crashes all the time.

OPTIONAL ROLES

"Dr. Bill" (Talk Show Host)

You are conducting a phone interview with Mr. Bucks, asking him if his company feels any responsibility for the crash of Bud.

"Mr. Bucks" (CEO of Sudsweiser)

You deny any responsibility; saying that you heard the man was talking on the car phone, which caused the crash. Was he drinking MY product? I'm not responsible for people's drinking habits!

Read and discuss the following statistics. You can also tape the statistics on your living unit walls to create awareness during NCVRW.

Child Abuse and Victimization

The direct cost of child abuse and neglect in the United States totals more than \$24 billion annually. (This figure includes law enforcement, judicial system, child welfare, and mental and physical health costs). (Fromm, Suzette. Prevent Child Abuse America. "Total Estimated Cost of Child Abuse and Neglect." 2001.)

Approximately 903,000 children were reported to be victims of child abuse and neglect in 2001. Of these, 59.2% were neglected, 18.6% were physically abused, 9.6% were sexually abused, and 6.8% were emotionally or psychologically abused. (Children's Bureau, Administration for Children & Families. 2003. *Child Maltreatment 2001*. Washington, DC: U.S. Department of Health and Human Services.)

Approximately 1,300 children died of abuse or neglect in 2001. (Ibid.)

Victimization rates in 2001 decreased as the age of children increased. Twenty-eight percent of child victims of abuse and neglect were from birth to three years of age. (Ibid.)

In 2001, the rate of child victims per 1000 children in the population was 12.4. This is comparable to the rate of 12.2 in 2000. Both of these rates are lower than the 1998 rate. (Ibid.)

Every day, between 1.3 million and 2.8 million runaway and homeless youth live on the streets of America. (The National Runaway Switchboard, www.nrscrisisline.org.)

Approximately 800,000 children are reported missing each year. Of those, 58,200 are abducted by non-family members, and 115 are victims of the most serious, long-term abductions. Of those 115, 56% are recovered alive. (National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children, October 2002. *Runaway/Thrownaway Children: National Estimates and Characteristics*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.)

Between March 1998 and September 2003, the CyberTipline operated by the National Center for Missing and Exploited Children has received a total of 118,987 reports of child pornography, and 1,890 reported cases of child prostitution. There have been 867 cases of child sex tourism, and 5,057 cases of child molestation (not in the family). Also, there were 8,768 reported cases of online enticement. (National Center for Missing and Exploited Children. Cybertipline Fact Sheet. http://www.ncmec.org/en_US/documents/cybertipline_factsheet.pdf. Site visited 10/23/03.)

Facilitator's Notes:

Ask the group to read the article "If You Think the Word is Ugly, Take a Look at its Effects" and respond to the questions that follow. This topic may raise issues for some wards. Spend some time processing after the discussion and encourage wards to talk to their counselors afterwards if necessary.

Incest: If you Think the Word is Ugly, Take a Look at its Effects

by

Barbara Myers and Kee MacFarlane

I am often asked to describe what my father did to me. It is far easier to say what my father did to me than to tell what I did to myself. It started when my mother went into the hospital for a nervous breakdown. I was about seven years old. My dad would have me sit by him and would tell me how much he needed me; that was when he began touching me sexually. I didn't mind at first. I was so alone and needed the attention.

When my mother came back I didn't need or want my dad to touch me anymore, but by that time a pattern had been set that would last until I was 15 and was old enough, or scared enough, or sick enough, or angry enough to cry out for help in a way that was finally heard by some adults around me.

At first he would just stand by the bed and touch me. Later he began to lay in the bed beside me. Although he began by being gentle, as time went on, his touch became rougher and rougher. He would leave me feeling sore and bruised for days. I saw and heard him beat my mother so many times that I was in constant fear he would kill her. I knew I was no match for him, and I guess that his sexual abuse was somehow better than the physical abuse my mother received.

Total detachment became my way of dealing with what went on at night. I would roll into the wall when he came in, pretending to be asleep. I would cry hysterically, in order to get into my own pain that I wouldn't notice what he was doing. When the intercourse started, it was so physically unbearable that I couldn't detach from my physical self. I was around 11 years old at the time. My tolerance for physical pain increased, and the physical pain I inflicted on myself acted as a release for the emotional pain I couldn't express. I sprayed perfume and hairspray in my eyes because it stung and kept me crying. I thought that if only I could make myself go blind, my father would be nice to me and my mother might take care of me. The fact that I didn't go blind made me cry even more.

I continued to try to get sick or be physically injured. I told myself that no one would continue to hurt a really sick child. I tried to break my foot by pounding it with a hammer. I jumped off the garage for the same reason. I wanted someone to take care of me, someone to see that I hurt. But I found that if I got sick, and stayed home from home, my father would abuse me during the day. I wanted to go into a hospital so I could get away from the house.

I remember a conscious switch toward anger when I was about 12. I felt such rage that I had to hurt someone. So, I'd hurt myself because I hated myself for being so powerless. I started to burn myself from my wrists to my elbows with a cigarette. I wanted someone, anyone, to see my pain and acknowledge it. No one acknowledged my pain. So I started sniffing glue, to get out of my pain, and it worked. Drugs became my great escape; there

was nothing I wouldn't try in order to get high. When I was on drugs, I felt high, happy and in control of my life.

When I was high, I had peers; I finally belonged somewhere - in a group with other kids who took drugs. Whatever the others were taking, I took twice as much or more. It made me feel big and powerful because I didn't care what happened to me.

With the drugs, came drinking. Drinking got me back into my pain; it allowed me to express my hurt and my anger. I was too young to buy alcohol, so I got other people to buy it for me. They were usually men, and since they were always interested in sex, I always had something with which to pay.

I got more physically self destructive when I was drinking. I could tolerate more physical pain when I was drunk. I purposely started fights so my boyfriend would beat me up. I felt I deserved it. I also remember longing for human closeness, for physical contact of any kind that would prove others were paying attention to me.

Eventually, I knew that, wherever I went, men would find me and abuse me. So, my attitude toward prostitution was, "Why not?" If I had to have sex, I thought, why not get something for it? I felt that I deserved the money: other men were going to have to pay for every time my father had me. Nothing they did could repulse me. After a while, I even made my father give me money and other things I wanted. Even after I left home, I still had the power over him because I carried his secret. If figured that if I couldn't get anything else from him I needed, at least I could get material things.

Since I thought that the only thing men wanted was sex, the only way I could see to get power in a relationship was by making them pay for it. It was my only control. I had learned to detach my mind from my body at such an early age that it was easy to disassociate myself from those brief, sexual encounters. I thought that other girls were stupid to give it away. Prostitution was a way for me to capitalize on what I thought was the only thing I had to offer. I guess I thought taking money from strangers was my distorted way of having them take care of me, even if only financially.

I felt so doomed that I often thought I might as well shorten the agony. I was so young the first time I tried to overdose on a bottle of aspirin. It was scary and difficult to decide whether it was harder to kill myself or to go on living the way I had been. Mostly, I tried to overdose on drugs, but sometimes I did other things, like cut my wrists. Sometimes, I was relieved to wake (hoping that others would finally see how bad things had gotten for me); other times, I was bitterly disappointed to find I was still alive.

My anger and my acting out were my survival tactics for many years. These tactics were contained in my self destructive behavior, and I couldn't stop until I found other ways to survive. I was lucky to find people who finally heard what I was saying, and, what I wasn't saying. I realize now how close I was to dying - inside and out.

Answer the following questions:

- 1. Imagine that you are the child in this story. What are your reactions to what has happened to you?**
- 2. Imagine that the child in this story is your sister. What are your reactions?**
- 3. Imagine that the child in this story is a friend in the neighborhood. What are your reactions?**

Read the definition of DISCIPLINE and ABUSE. Afterwards complete the exercise that follows

Child abuse occurs too often. The difference between ABUSE and DISCIPLINE is not always agreed upon. What is agreed upon is that children need discipline. Webster's New Collegiate Dictionary defines discipline as training that corrects, molds, or perfects faculties or moral character.

DISCIPLINE is not punishment.

DISCIPLINE is not shame.

DISCIPLINE is not guilt.

DISCIPLINE helps the child to think.

DISCIPLINE helps the child to learn so that his/her present behavior is changed.

DISCIPLINE helps the child to grow intellectually and morally; enhances self-confidence and self-image

DISCIPLINE is best taught by example.

DISCIPLINE is designed to help the child manage and change his/her behavior, thereby guiding the child into adulthood.

DISCIPLINE helps the child learn a lesson that will carry over and positively affect future behavior.

DISCIPLINE enhances the child's sense of self-worth. It helps the child learn self-control, a quality he/she can take pride in.

DISCIPLINE helps the child to fit into the family and society in a comfortable way, which leads him/her to conclude that he is basically a good, confident and effective person.

ABUSE, on the other hand, does not take the child's future into consideration. It is not designed to help the child learn socially acceptable ways of expressing natural desires and drives.

ABUSE dumps an adult's feeling on the child in a harmful or neglectful way. This satisfies the adult's needs, but not the child's.

ABUSE leads to more anger, more hatred, more deviant activity, which in later life are frequently vented against society.

ABUSE satisfies the needs of the parent. It helps children think in terms of pain, hatred, revenge and hostility. **ABUSE** helps the child to plot ways of getting even and ways of avoiding responsibility. **ABUSE** also helps perpetuate parent's sense of inadequacy as people.

DISCIPLINE, on the other hand, teaches children to use their own resources in the future rather than to depend on the parents.

DISCIPLINE helps children to grow. It neither stunts their growth nor destroys their self-confidence.

DISCIPLINE helps a child develop a sense of self-worth.

DISCIPLINE is best taught by example. So is **ABUSE**. The majority of abuse parents were abused children. The examples of behavior you set are the lessons your child is learning, not through your words, not through your intent, but through what your child sees you doing. Practice what you preach, lead by positive example. Children are always watching.

EXERCISE - Based on the definition of DISCIPLINE, develop two-three different ways to discipline for the following infractions.

1. Charlie is 4 years old, he is caught playing with matches.
2. Jane is 1 1/2 years old, she occasionally wets her pants.
3. Bobby is 10 years old, his teacher calls and says that he told another student to "Get Fucked" while arguing in the playground.
4. Tommy was asked three times to take out the garbage. He still hasn't done it.
5. Jose is in 7th grade, he ditched school three days this week, you as his parent, dropped him off in the morning.
6. Your 9 year old daughter is showing signs of gang banging.
7. Your 12 year old daughter is showing signs of gang banging.
8. Your 8 year old was busted smoking cigarettes at school.
9. Your 14 year old was busted smoking cigarettes at school.
10. Your daughter was busted shop lifting at the store.
11. Your 4 year old will not put his toys away.
12. Your child talks back to you and rolls their eyes, no matter what you say as a parent, you know nothing.
13. You find out that your child is experimenting with drugs, you find a pipe in his back pack, and some white pills hidden in a sock drawer.
14. Your child refused to do their homework and is failing classes.
15. Your children argue constantly.
16. Your 15 year old son sneaks out of his bedroom window at night.
17. Your 15 year old daughter sneaks out of her bedroom window at night.
18. The police call, your 16 year old son was picked up for drunk driving.
19. Your 5 year old son called his mother a "Bitch."
20. You learn that your child is getting information on the web regarding White Supremacist groups, he even has special chat rooms that he regularly visits.
21. Your 7 year old kicks you and throws a temper tantrum when you tell him he can't have something at the store.

Read and discuss the following statistics. You can also tape the statistics on your living unit walls to create awareness during NCVRW.

Rape and Sexual Assault

Reported rapes and sexual assaults totaled 247,730 in 2002. Of these cases, 87,010 were rapes, and 70,050 of those cases were attempted rapes. (Bureau of Justice Statistics 2003. *National Crime Victimization Survey: Crime Victimization, 2002*. Washington, DC: U.S. Department of Justice.)

There were .4 rapes among persons 12 or older per 1,000 people in 2002. In 52 percent of these victimizations, the offender was an intimate, another relative, a friend, or acquaintance of the victim. (Ibid.)

Twenty-seven thousand two hundred and seventy people (27,270) were arrested and charged for rape in the United States in 2001. (Federal Bureau of Investigations. 2002. *Crime in the United States, Uniform Crime Reports 2001*. Washington, DC: U.S. Department of Justice.)

An average of 140,990 completed rapes, 109,230 attempted rapes, and 152,680 completed and attempted sexual assaults were committed against persons age 12 or older in the United States between the years 1992 and 2000. (Bureau of Justice Statistics. 2002. *Rape and Sexual Assault: Reporting to Police and Medical Attention, 1992-2000*. Washington, DC: U.S. Department of Justice.)

Only 36 percent of completed rapes were reported to the police during the years 1992 to 2000. Thirty-four percent of the attempted rapes, and 26 percent of the completed and attempted sexual assaults were reported. (Ibid.)

All rapes, 39 percent of attempted rapes, and 17 percent of sexual assaults against females resulted in injured victims during the period surveyed between 1992 to 2000. When rapes were reported to the police, victims were treated for injuries in 59 percent of the cases. When rapes went unreported, only 17 percent of the victims received medical treatment for their injuries. (Ibid.)

A recently published eight-year study indicates that when perpetrators of rape are current or former husbands or boyfriends, the crimes go unreported to the police 77 percent of the time. When the perpetrators are friends or acquaintances, the rapes go unreported 54 percent of the time. (Ibid.)

Five percent of all middle schools and 8 percent of all high schools reported at least one crime of rape or sexual battery to law enforcement in the 1996-1997 school year. (Bureau of Justice Statistics. 2002. *Indicators of School Crime and Safety: 2002*. Washington, DC: U.S. Department of Justice.)

The results of several surveys conducted since 1994 on rape and sexual assault inside prisons indicate that conservatively speaking, one in 10 of all male prisoners in the United States correctional system have been raped, sexually assaulted, or coerced into sexual activity by other inmates. (Human Rights Watch. 2001. *No Escape, Male Rape in U.S. Prisons*. New York, NY.)

FACILITATOR COPY

Read the following statements and place a T or F in the margin to the left indicating whether you think the statement is true or false. *Training Notes: Allow plenty of time to discuss their answers and reactions.*

1. ____ **Women secretly want to be raped and invite or provoke it.**

False: According to the Federal Commission of Crimes of Violence, only four percent of reported rapes involve any precipitative behavior by the woman. In some cases precipitative behavior is nothing more than walking and dressing in a way that is defined as attractive. Our society praises women who are sexy - but those unlucky enough to be raped are dismissed as tramps.

2. ____ **Rape is a non-violent crime infrequently committed.**

False: Rape is the most frequently committed violent crime in America. Rape is an act of violence where the offender overpowers and controls the victim with sex as the weapon.

3. ____ **Men cannot be rape victims.**

False: Men are also rape victims. The crime is perpetuated by both males and females. Male rape is under reported because males are extremely humiliated and are not comfortable discussing the violation. They feel in some way it makes them ?less than a man?. Rape is a crime where the victim is overpowered, whether male or female.

4. ____ **Fear can paralyze the bravest of us.**

True: The threat and possibility of grievous bodily injury and/or death could make anyone submit to humiliating experiences.

5. ____ **Eighty percent of all rapes are premeditated and thought out.**

True: In 82% of rape cases, offenders and victims lived in the same area.

6. ____ **Hitchhiking is not an invitation to be raped.**

True: Like men, mot women who hitchhike, do it out of necessity. They are not asking to be raped as part of the ride. A woman wearing short clothes or no bra; many only mean that she likes nonrestrictive clothing. Choice of clothing is not a sexual invitation.

7. ____ **Only older women are raped.**

False: Rape in America is a tragedy of youth with the majority of rapes occurring during childhood and adolescence. (Rape in America, 1992)

8. ____ **Women enjoy being raped.**

False: this common belief is a tragic and destructive myth. A woman is attacked by someone she is not attracted to, is exposed, injured or killed and is treated in a humiliating and brutal fashion. Looking as the trauma that occurs from this violation, no one should believe a person enjoys being raped.

9. ____ **A woman cannot be raped by her husband.**

False: Unfortunately, this crime is also under reported. Wives rarely call the police after their husbands force sexual intercourse.

10. ____ **Only three percent of rapes occur between members of different races.**

True: eight out of ten rapes against white women were perpetrated by white offenders. Similarly, almost 9 out of 10 black women raped were violated by black offenders.

Read the following statements and place a T or F in the margin to the left indicating whether you think the statement is true or false.

1. ____ Women secretly want to be raped and invite or provoke it.
2. ____ Rape is a non-violent crime infrequently committed.
3. ____ Men cannot be rape victims.
4. ____ Fear can paralyze the bravest of us.
5. ____ Eighty percent of all rapes are premeditated and thought out.
6. ____ Hitchhiking is not an invitation to be raped.
7. ____ Only older women are raped.
8. ____ Women enjoy being raped.
9. ____ A woman cannot be raped by her husband.
10. ____ Only three percent of rapes occur between members of different races.

Facilitator's Notes:

Ask the group to read what happened to Jackie and to respond to the questions that follow. After reviewing their responses, have them read, "What do you think?" Allow plenty of time for discussion and reaction to the statement.

Read the following case example and answer the questions.

Jackie is asleep in her bed. She wakes up and finds a man near the bed. The man shows her a knife and tells her not to scream or he will kill her. He orders her to remove her clothing, and while still holding the knife, he rapes her. He tells her if she calls the police, he will return and kill her. He then leaves.

1. What should Jackie do first?
2. Should she call the police?
3. Do you think the rapist will return if she does?
4. Should Jackie have screamed?
5. Should Jackie have tried to fight the man? If so, what could she have done?
6. Do you think Jackie will ever feel safe in her home again?
7. What emotional impact do you think the rape will have on Jackie?
8. How may the rape affect Jackie's relationships, especially with men?

What do you think?

Some people think if a rape victim does not physically resist her attacker, she has agreed to the assault.

Read each fact about rapists aloud and discuss as a group.

Facts About Rapists

Most rapists are young. They are not “dirty old men.” The majority of convicted rapists are between the ages of 12 and 24.

Many rapists know their victims, especially if the victim is a teenager. Eighty percent of teenage victims (4 out of 5) know their attacker. The rapist is someone in their neighborhood, peer group, family or school.

Most rapists do not choose a particular type of person to attack. Rapists don’t look for victims who are physically attractive or provocatively dressed. Instead, they tend to look for situations in which they feel they can get away with the crime.

Rapists are not “crazy”. Rape is not normal behavior. Anyone who commits such a crime has serious problems. But to think of the rapist as crazy or psychotic and therefore not responsible for his actions is a mistake. In other areas of their lives, rapists may act normally. They may be married, hold down jobs, and have children.

Rapists are not “oversexed.” Men do not rape for sexual gratification. Rapists are not “desperate for sex” or so “horny” that they are driven to use force to get sex. They use sex as a weapon to abuse and humiliate their victims.

REMEMBER: No one wants to be raped

Facilitator Copy

After reading the case example of Bill and Jennifer answer the questions that follow. *Training Notes: The focus of this example is a rape occurring in a long- term relationship. The “relationship” often clouds the rape issue for wards. Allow plenty of time for discussion and reactions.*

Bill and Jennifer have been dating off and on for two years. During these two years, Bill and Jennifer have kissed and fondled but have not had sexual intercourse. Bill expects to take Jennifer to the movies and then go back to his house to spend the rest of the evening and have sexual intercourse.

At the end of the evening, Jennifer thanks Bill for taking her to the movies and asks to be taken home. Bill becomes angry and tells her he wants her to ho home with him. Jennifer says she will go to Bill’s house for a little while. When they get to Bill’s house, he begins kissing and hugging Jennifer. She tells him to stop. Bill continues and a struggles starts. Jennifer hits Bill during the struggle and he becomes very mad. He strikes Jennifer and tells her that she is going to get what she deserves. He then rapes her. After the rape, Bill feels bad. He tells Jennifer that he is very sorry and he doesn’t know what got into him. He begs her not to call the police and offers to take her home. He is crying.

1. Should Jennifer call the police? If not, why?

Questions 1-3. Not only should students list their answers but also consider the consequences of each decision. Often the victim feels the negative consequences of reporting outweigh the positive in this type of sexual assault. Decisions “not to tell” not only impact the victim, but society as well by giving the victimizer permission to continue his or her assaultive behavior.

2. Should Jennifer forgive Bill and forget it?

3. Should Jennifer let Bill drive her home now?

4. Should Jennifer still be afraid of Bill?

Have students consider how “fear” influences Jennifer’s decisions. Do they think Bill will treat her the same way again?

5. What do you think Jennifer did wrong, if anything?

Nothing. People should consent to sex, whether it’s the first time or the 100th time. Forced sexual behavior is a crime.

6. Would it make any difference if Bill and Jennifer have had sex before?

No. Couples who care about each other do not demand sex. They have sex only when both want to.

7. Can you legally rape a woman you have had sex with before?

Yes, refer back to the statutes

8. If you were a law enforcement officer, what questions would you ask Jennifer? (Give at least three questions.)

Are you injured?	Did you consent to having sex?
Did Bill strike you?	How long have you known Bill?
Did you strike Bill?	Do you want to press charges?
Did Bill force you to go to his apartment?	Would you like assistance from a victim advocate?
Describe the altercation?	

9. Do you think Bill would ever rape someone else? Why?

Students should use information concerning “why men rape”. Bill is more likely to be an “anger” rapist than a “power or sadistic rapist. He exhibited remorse, so he probable won’t do it again. However, what kind of situation might trigger him to do it again?

10. What emotional impact do you think the rape attempt will have on Jennifer?

Discuss the range of emotions with the class: fear, guilt, anxiety, confusion about the relationship, etc.

11. How do you think it may affect her future relationship with men?

She will be cautious, uptight and fearful even though she may put on a mask of appearing calm.

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5. What do you think Jennifer did wrong, if anything?

6. Would it make any difference if Bill and Jennifer have had sex before?
7. Can you legally rape a woman you have had sex with before?
8. If you were a law enforcement officer, what questions would you ask Jennifer? (Give at least three questions.) Answers should be based on the statute.
9. Do you think Bill would ever rape someone else? Why?
10. What emotional impact do you think the rape attempt will have on Jennifer?
11. How do you think it may affect her future relationship with men?

Read and discuss the following statistics. You can also tape the statistics on your living unit walls to create awareness during NCVRW.

Homicide

The Federal Bureau of Investigation (FBI) reports that there were 16,110 victims of homicide in 2002, reflecting an 0.8 percent increase over 2001. (Federal Bureau of Investigation. 2003. *Preliminary Uniform Crime Report, 2002*. Washington, DC: U.S. Department of Justice.)

In 2002, the number of murders increased in the South by 2.1 percent and in the West by 5.2 percent. There were declines in the Northeast of 4.8 percent and in the Midwest of 2.8 percent. (Ibid)

Between 1993 and 2001, there were 160,396 murders and non-negligent manslaughters of persons age 12 or over reported to the FBI (this number excludes the events of September 11, 2001). A weapon was used in 91 percent of these crimes. (Bureau of Justice Statistics. 2003. *Weapons Use and Violent Crime, 1993-2001*. Washington, DC: U.S. Department of Justice.)

From 1993 through 2001, blacks accounted for 46 percent of homicide victims, 54 percent of victims of firearm homicide, but 12 percent of the U.S. population. Blacks are nine times more likely to be victims of gun-related homicides than whites. (Ibid.)

From 1994 through 1999, about 7 in 10 murders at school involved some type of firearm, and approximately 1 in 2 murders at school involved a handgun. (Ibid.)

Almost one third of the female victims of homicide in 2001 were slain by their husbands or boyfriends, whereas 2.8 percent of the male victims were slain by their wife or girlfriend. (Federal Bureau of Investigation. 2002. *Crime in the United States, Uniform Crime Reports, 2001*. Washington, DC: U.S. Department of Justice.)

Among youth in the United States between the ages of 5 and 19, there were 2,358 homicides in the years 1998-1999. Thirty-three of the homicides occurred while they were at school. (Bureau of Justice Statistics. 2002. *Indicators of School Crime and Safety: 2002*. Washington, DC: U.S. Department of Justice.)

Between 500 and 600 children under the age of five were murdered annually between 1976 and 1999. In 31 percent of the crimes, the perpetrator was the father; in 30 percent, the perpetrator was the mother; and in 23 percent, the perpetrator was a male acquaintance. Six percent were killed by relatives, and 3 percent by strangers. (Federal Bureau of Investigation. 2001. *Uniform Crime Reports: Supplementary Homicide Reports, 1976-1999*. Washington, DC: U.S. Department of Justice.)

Of all murder victims, 11 percent were killed by an intimate. Of all intimate murder victims, 74 percent were female. Of all female murder victims, about 30 percent were killed by an intimate. (Bureau of Justice Statistics. 2001. *Intimate Partner Violence and Age of Victim 1993-1999*. Washington, DC: U.S. Department of Justice.)

Facilitator's Notes:

Go over the definition of eulogy. Ask if anyone in the group has written or helped write a eulogy. If so, ask how it felt. Ask the group to read the eulogy beginning on the following page and to jot down notes in response to the questions that follow.

Read the following eulogy. A eulogy is a statement in honor of a deceased person. It is often prepared for a funeral. Sometimes people write eulogies for their loved ones long after they have died.

EULOGY TO A FRIEND

Lisa Maria Martini, age 18, was found stabbed to death, naked in her apartment. Her killer has never been found. I, her best teen friend, remember her, and our times together, as truly bittersweet. I struggle for some justice, and all I can do is write. Lisa and I were never afraid of the dark, of night, of the woods, of anything. Except sometimes on those long cold winter afternoons we'd spend hiking through the woods near our homes and we'd spot a moose. Lisa would climb a tree. I don't know why she was afraid of a moose. Obviously, it wasn't what she had to fear in this life. Lisa's death has left me confused, afraid, sad, and now, angry. I am tired of being afraid. I am tired of fearing the dark, the woods, the future. I am tired of living in fear of being a woman. Of being a person. Of being alive.

I remember Lisa is a young girl, growing up, making mistakes, both of us succeeding and failing at different times; or so often together, judging each other, or refusing to judge, being best friends. I remember all the years we shared - the mornings we walked to school together, the lunch periods, we snuck out of school to eat at the forbidden "Tastee Freeze".

After school we'd roam the woods or play our guitars... together. Junior high years were our best years, learning of social life, boys, crushes, kisses, rejection, and about each other.

Lisa Maria Martini, found stabbed to death. Her killer, or killers - never caught. And if he, or they, were? Is there a punishment to fit this crime? I am bitter because I have had to learn to be afraid. I am angry because the young girl I loved, fought with, competed with, grew up with, was stabbed to death.

There was no reason for her death. Just like there is no reason for any of the violent atrocities confronting women, children, men, animals - all of us - now. To this day I feel sick when I see a knife. I try to think why it happened, and of course there's no answer. But I was taught in school that there are answers to questions. This is logic.

Lisa Maria Martini, found stabbed to death. There is no logic to that.

She died young, and I think I have finally come to terms with that. She died a grossly violent death, and I will never be able to accept that. It makes me angry, but what can I do with the anger? It is not just one murder. Murder, rape, violence, have become commonplace that they are on the back of the newspaper instead of the front, if there at all. I tuned on the radio one day and heard the newscaster telling of four teenagers found shot to death in a park, and of the murder of a woman and a man in a local bar.

Fear. It's been five years, but the tears still come. Sometimes when I'm getting ready to go to sleep or taking a bath, or driving, or watching a movie, thousands of places, people,

incidents ... things, remind me of her. It's not so much that she died. People die. It's how she died. It is unfair. It is horrible. I'm sick and tired of being afraid, of crying. Her death was grossly unfair and I am angry. The violence that is slapping all of us, every day of our lives in this society is unfair. It is wrong. And it must be stopped. I don't know how. I wish to God I did.

There is an attitude prevalent in our society that the victim of a crime is at fault. For example, a woman who is alone is asking for trouble. A woman has a right to be alone if she wants to be. It was not Lisa's fault for liking people that she got murdered. Yes she hitchhiked and picked up hitchhikers in her time. She wanted to be liked and to be popular. If she had met her murderer before, somehow, then maybe it would have made a difference if she had stayed in her apartment. But I don't know the circumstances of her murder. What I do know is, whether she had met her killer before or not, it was not her fault that she was a victim. It is long past time that we stop accusing the victims and start putting the blame and punishment where it belongs - on the perpetrators. I remember you, Lisa Maria Martini.

I remember you giggling, laughing, running in joy and planning for the future. I miss you.

By Lori Jo Oswald

(Reprinted from *Victimology: An International Journal*)

Take a few moments to write your answers to these questions:

1. Are you surprised that Lori would be remembering Lisa with so much feeling after five years?
2. How long do you think Lori will continue to remember Lisa?
3. How long do you think Lori will continue to be afraid?
4. How long do you think Lori will continue to be angry?
5. Have you known someone who was murdered? If yes, who was it, how long ago did it happen, and what feelings do you have about it now?
6. The United States has more murders per year than almost any other country in the world. Why do you think that is so?
7. Why do you think people murder?
8. If you walked into your home and found someone raping someone you cared about, would you be justified in killing him? Why or why not?

Drug Dealing – The Victimless Crime

Give each person a sheet of paper with a role on it. Each person represents that person indicated on the sheet of paper. Instruct them to make a list of the ways that drugs have affected the life of his/her role.

The ward assigned to be the Drug Dealer sits in the front of the room. He does not get to say anything; he must remain silent while each person, in character, gets to tell him how he or she feels and how he has affected their life. Give a string of ribbon to each ward and as they speak, have him/her wrap it around the drug dealer and bring it back out to where they are sitting connecting them back to the drug dealer (this will visually show how many people are connected to drug dealers.)

Once everyone is done speaking the exercise is finished.

Finally, ask the Drug Dealer how it felt to hear all of this? Did he listen? Did he tune them out?

The message is that regardless of what the Drug Dealer has to say, it cannot justify the devastation that has been shared by the group because of his actions.

VICTIM ROLES

Health Care Professional
(Neonatal care unit)

Spiritual Community

Business Owner

Parents of Addicts

Parents of Sellers

Siblings of Addicts

Child of Addict

Social Worker

Counselor

Addict

Major Impact Areas

Have group participants watch a video, listen to a scenario, read a scenario or review a newspaper article about a victim(s). Have them identify the possible impact on the victim using this chart. Participants can also identify the possible impact on their victim(s).

Physical	<u>Emotional</u>	<u>Psychological</u>	<u>Financial</u>	<u>Religious/ Spiritual</u>
Trauma to body	Fear	Depression	Medical expenses (short and long term)	Loss of belief system
Bruises	Anger	Inability to sleep	Replacing stolen items	Change in belief system
Broken bones	Hopelessness	Paranoia of others	Repairing damages	Why Me?
Cuts	Helplessness	Fear of being alone	Loss of wages	
Burns	Isolation	Social isolation	Inability to work	
Scars	Insecurity	Intimidation by others	Loss of job	
Black eyes	Sadness	Crying outbursts	Job retraining	
Tremors/shaking	Guilt	Nightmares	Insurance deductibles	
Fatigue	Shame	Inability to feel clean and need to bathe or wash many times	Relocation	
Ulcer	Embarrassment		Counseling	
Stomach pains/aches	Confusion	Suicidal feelings	Funeral costs	
Loss of life	Depression	Difficulty having normal sexual relationship	Law enforcement costs	
Pregnancy	Suicidal feelings		Prosecution/trial costs	
Sexually Transmitted Diseases	Vulnerability		Costs of jails, camps, halls, institutions, prisons, and special community programs	
HIV	Powerlessness			

Sentence Completion Exercise

Have each ward complete the following sentences. They should say the first thing that comes to mind. Allow them to pass if necessary. If you sense a lack of empathy and insight discuss as a group afterwards.

If I could speak to my victim I would say...

Something I want my victim to know about me is...

I hurt my victim in the following ways...

My victims are...

I'm paying my victims back by...

What I learned about my victimizing behavior is...

I can relate to my victim because...

I chose my victim because...

Empathy means...

What I need to do differently to make sure I never victimize again is...

My victims have the right to...

If my victim attended my parole consideration hearing I would...

I pay restitution because...

I hope my victim...

What would you do?

Write each scenario on a piece of paper and put them in a paper bag. Have each ward pull one out during his/her turn, read it aloud, and then respond.

You just received a call “Daddy, I’ve been raped.” How do you feel? What do you do?

You were just killed in a drunk driving crash. What were you thinking? What is your family going through?

Your sister calls, she has just told you that her husband beat her again. How do you feel? What do you do?

Your child worked all summer mowing lawns to buy a CD player for his car. He goes out to the car the next morning, the CD player is gone. How do you feel? What do you say to him? What do you do?

You wake up and look out the window and see that your neighbor has had racial slurs spray painted on his garage. How do you feel? What do you do?

You and your children have just been carjacked. How do you feel?

You receive a call; your child has been shot. How do you feel? What do you do?

Your neighbor’s child was just assaulted. How do you feel? What do you do? What do you say to your family?

Planning Guide Evaluation

1. How did you use the *Planning Guide* in planning your commemorative events? Please share specific examples that can be highlighted in next year's *Planning Guide*.
2. Which components of the *Planning Guide* were most helpful to you? Why?
3. Which components of the *Planning Guide* were least helpful to you? Why?
4. Was the camera-ready artwork helpful to you as you planned events? How?
5. Were the small/large group activities helpful? Which ones?
6. Did you have any guest speakers during NCVRW? Who? Did you utilize the Planning Guide to find this speaker?
7. What additional resources or materials would you find helpful in next year's Planning Guide that will help commemorate the 25th anniversary of National Crime Victims' Rights Week?

Please fax or send this evaluation form to:

**Department of the Youth Authority
Office of Prevention and Victims Services
4241 Williamsborough Drive, Suite 214
Sacramento, CA 95823
FAX (916) 262-1181**

Thank you for your assistance in evaluating the 2004 NCVRW Planning Guide!